

# INSPECTION REPORT

## **STANTON ROAD PRIMARY SCHOOL**

Bebington

LEA area: Wirral

Unique reference number: 105006

Headteacher: Miss A Moore

Lead inspector: Mr R Burgess

Dates of inspection: 23<sup>rd</sup> - 26<sup>th</sup> May 2005

Inspection number: 267982

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 – 11 years  
Gender of pupils: Mixed  
Number on roll: 292

School address: Stanton Road  
Bebington  
Wirral  
Merseyside  
Postcode: CH63 3HW

Telephone number: 0151 3341398  
Fax number: 0151 3343261

Appropriate authority: Governing body  
Name of chair of Mr S Schofield  
governors:

Date of previous 07.06.1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Stanton Road Primary School is situated in Bebington in the Wirral. It is bigger than most schools, with 292 pupils on roll, aged between four and 11 years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. The proportion of boys and girls varies significantly in different year groups. The school admits children at the beginning of the school year after their fourth birthday. Pupils' attainment on entry is below average, although a wide range of attainment is evident and there have been very wide fluctuations between different year groups over recent years. The majority of pupils are from white ethnic backgrounds. There are five pupils with English as an additional language all of whom are confident in their use of English. Twelve per cent of pupils have special educational needs, which is below average. The majority are pupils with moderate learning difficulties and most of the remainder have behavioural, social and emotional difficulties. One child has a Statement of Special Educational Need, which is below average. The proportion of pupils in receipt of free school meals is broadly average. Evidence available indicates there are some parents who would be eligible but do not apply. Since the last inspection in 1999 there have been a significant number of staff changes, including the headteacher and deputy headteacher.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	R W Burgess	Lead inspector	Mathematics Art and design Design and technology Personal, Social, Health Education & Citizenship
13746	D Russell	Lay inspector	
30559	J Taylor	Team inspector	Science Geography History Music Foundation Stage English as an additional language
27735	J Devine	Team inspector	English Information and communication technology Physical education Religious education Special Educational Needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school. The leadership and management of the headteacher are good. The governors know the school well and give good support. Pupils' achievement is good overall and standards are above national averages by the end of Year 6 in English, mathematics and religious education (RE). Teaching and learning are good, with some very good features resulting in good learning in classrooms. The school provides good value for money.

The school's main strengths and weaknesses are:

- The good ethos contributes well to the good attitudes and behaviour of pupils.
- Teaching and learning are good with some very good teaching particularly in Years 3 to 6.
- Standards are above average in English, mathematics and RE.
- Information from the marking of pupils' work is not used consistently to provide pupils with clear guidance as to how they can improve their work or to plan future work.
- Several subject leaders are new to their posts and have not had sufficient opportunity to monitor and evaluate the work in their different areas of responsibility.
- Links with other schools are very good and provide additional opportunities for pupils.
- There is a very good range of sporting activities outside lessons.

The school was last inspected in June 1999 and has made a satisfactory improvement since then. Much has been achieved but the school's ability to effectively address all the issues has been impeded by the significant disruption in staffing.

### STANDARDS ACHIEVED

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

*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.*

When compared with similar schools, standards are average in English, well below in mathematics and below average in science. The pupils taking these tests experienced significant changes of staff which lowered their anticipated level of attainment. **Achievement is good throughout the school.** Pupils with learning difficulties and those for whom English is an additional language achieve well. Standards in the reception classes are above average overall. The children currently in the Foundation Stage are achieving well because of good teaching. Standards are above average overall throughout the school. Standards in mathematics have improved as a consequence of initiatives to improve teaching. By the end of Year 2, standards in speaking and listening, reading, writing and mathematics are above average. They are average in science and information and communication technology (ICT) and above average in religious education. By the end of Year 6, standards in English and mathematics are above average. They are average in science and ICT and above average in religious education.

**Pupils' personal development is good. The provision for their spiritual, moral, social and cultural development is good.** Attitudes and behaviour are good. Pupils behave well in class and most have positive attitudes to school. The staff have high expectations of the pupils' behaviour and

teach the differences between right and wrong very well. The pupils like coming to school. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

The quality of education provided is **good**. Teaching and learning are **good** overall. There is a significant amount of very good teaching in Years 3 to 6. The good quality teaching is resulting in good learning and improved standards throughout the school. The teaching and learning of pupils with special educational needs and those for whom English is an additional language are good.

The quality and range of the curriculum are good overall. Throughout the school, pupils with potential difficulties are identified early and given good levels of support. Pupils make good progress towards their individual targets. The support and guidance given to pupils are satisfactory. Links with parents and the community are good and parents are very supportive of the school. Links with other schools are very good and enhance the quality of education in the school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The headteacher shows good leadership. The work of other key staff is satisfactory. Many have only recently taken on their responsibilities and have yet to fully develop their roles. Management is good. There is a shared vision and determination throughout the school to improve standards and the quality of educational provision. The governance of the school is good. Statutory requirements are met well. Governors are a committed team who know and understand the school and give strong support to the work of the staff as they strive to improve the school. There is a continuing review of the way the school is heading, and all aspects of the work of the school are kept under constant assessment. It has satisfactory resources, which are used effectively for the benefit of all its pupils.

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

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

## **IMPROVEMENTS NEEDED**

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

- Improve practice across the whole school for the marking of pupils' work so that it gives pupils clear guidance as to how they can improve;
- continue to develop the role of the subject leaders by:
  - a) providing appropriate opportunities for professional development;
  - b) providing appropriate opportunity for monitoring and evaluating work across the school;
  - c) producing clear action plans for each subject including the development of resources to better meet the learning needs of pupils.
- improve assessment of pupils' work and achievement by developing whole school systems for the recording of assessment data and its use when planning future work.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good** overall. Standards are **above average** by the end of Year 6 in English, mathematics and RE.

#### Main strengths and weaknesses

- The school acts very effectively to identify and act upon any lowering of standards.
- Standards in mathematics are above average throughout the school and by the end of Year 6. Standards are also good in English and RE.
- Whilst marking is often of a very high quality it is not consistent across the school in raising standards and achievement.
- Pupils make better progress in Years 3 to 6 than in Years 1 and 2.

#### Commentary

1. The majority of children in the reception classes make good progress and achieve above the standards expected of them by the end of the reception year. Many children start school with below average social, language and mathematical skills but achieve well. This is due to the consistently good teaching of all teachers and support assistants. Pupils' achievement in Years 1 and 2 is similarly good overall and standards are close to the national average in English and above average in mathematics. They reach average standards in science and above average in ICT and religious education. By the end of Year 6, pupils are achieving well. Standards in English and mathematics are above the national average. Standards have been affected by the impact of a high incidence of staff illness, long-term absences and several changes of temporary teachers.
2. Pupils with special educational needs achieve well because teachers and support assistants take good regard of their needs and build effectively on what pupils already know and can do. The attainment and progress of all groups of pupils are monitored well and work is tailored to ensure that it is relevant. This is also true of the small numbers of pupils for whom English is an additional language. All groups of pupils are treated equally and do equally as well as each other.
3. Standards in personal, social and health education are as expected nationally. In religious education, the school ensures that pupils learn about the major world religions and their beliefs.

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

Standards in:	School results	National results
Reading	17.0 (16.9)	15.8 (15.7)
Writing	14.3 (14.6)	14.6 (14.6)
Mathematics	17.2 (16.9)	16.2 (16.3)

*There were 51 pupils in the year group. Figures in brackets are for the previous year.*

4. Pupils in Year 2 did not do as well as expected. This was due to disruptions to their teaching over previous years and this has now been dealt with through effective leadership and management. Year 2 pupils are now showing a more positive trend in their attainment.



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

Standards in:	School results	National results
English	28.3 (26.9)	26.9 (26.8)
Mathematics	27.7 (26.2)	27.0 (26.8)
Science	29.3 (28.4)	28.6 (28.6)

*There were 53 pupils in the year group. Figures in brackets are for the previous year.*

5. The table shows that Year 6 test results rose in 2004. This is because of effective teaching and good leadership. Pupils' performance in the core subjects of English, mathematics and science was better than 2003. The great majority of pupils achieve well in this school, particularly in Years 3 to 6, where good and sometimes very good teaching enables all groups of pupils to make good progress.

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

Pupils' attitudes and behaviour towards learning are **good**. The development of pupils' spiritual, moral, social and cultural development is **good**. Attendance levels are **good** and well above the national average. Pupils' punctuality is **good**.

### **Main strengths and weaknesses**

- This is an inclusive school with high expectations and values for its pupils. These, and many more attributes, strongly reinforce the claims made in the school's mission statement.
- There are effective controls in place for monitoring pupils' behaviour and attitudes in and around the school.
- Pupils grow in confidence as they progress through the school.
- The diligence paid by the school in attaining high levels of attendance ensures pupils are able to learn well and develop to their full potential.

### **Commentary**

6. The gist of the school's mission statement states: "... an inclusive school community with each individual child at the heart of our ethos ... we want our children to achieve to their full potential and be successful in an ever changing world." Inspection evidence strongly supports this statement and the school is clearly fulfilling this promise to parents and pupils. Without exception, all pupils are treated as individuals and their needs are clearly identified at a very early stage. Their personal development is sensitively arranged via circle time, school assemblies and personal, social, health education and citizenship (PSHCE) programmes of study. There is a good ethos at the school. Pupils' spiritual, moral, social and cultural development is admirably addressed through specific curriculum subjects, especially religious education and the humanities. An observed whole school assembly, based on the pupils' ten top facts about Egypt, helps to reinforce cultural development in an exciting and proactive manner.
7. Teachers have high expectations of pupils and work to a very strict framework for developing pupils to reach their full potential and for them to respect and understand the school's "Golden Rules". Pupils feel the golden rules are fair and a good way of getting everyone to identify with the school's code of conduct. The rewards and sanctions are rigorously implemented. There have been no exclusions over the last few years. Pupils respond favourably to the loss of "golden time" for poor class performance or inappropriate behaviour. Close check is kept of incidents of bullying and teachers are quick to sort out any problems. Pupils are well behaved most of the time, especially in lessons. This enables them to progress well with their learning

and to achieve to the best of their ability. Pupils are polite and show great tolerance of each other's needs. For example, in a mathematics lesson in Year 3/4, one pupil was heard to politely say to the teacher, "Excuse me sir, I cannot see the board".

- Pupils are confident to express their views with teachers and colleagues. They respond positively to teachers' requests during lessons and willingly accept responsibilities assigned to them. Pupils' confidence in being able to engage in detailed discussions with adults was apparent when exploring their likes and dislikes about the school. They willingly share their feelings and are not afraid to express their points of view. Older pupils are articulate and readily talk about matters that concern them. There seems to be a significant difference in confidence between pupils in Year 2, 3 and 4 showing how they gain in confidence. The pupils feel they benefit from the mixed year groups. They enjoy helping each other.

## Attendance

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	42	School data	0.0
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.*

- Attendance levels are well above the 94.5 per cent national average. This is having a positive effect on pupils' standards of achievement throughout the school. Holidays taken during the school term are not impacting significantly on attendance levels. Attendance data for this year (2004/2005) indicate that good attendance has been sustained. Boys tend to have better attendance than girls by as much as 0.7 per cent. Fewer boys take holidays during term time.
- Unauthorised levels are below the national average as a result of impressive follow up procedures used by the office staff. Punctuality is generally good and pupils enjoy coming to school. Registration procedures meet statutory requirements.

## Exclusions

- There were no exclusions in the last year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided is good.** Teaching and learning are **good** overall. Provision for pupils with specific learning needs and with English as an additional language is **good**. The breadth and balance of the curriculum are **good**. There is **satisfactory** support, care and guidance for pupils. Links with parents and the community are **good**. The school's links with other schools are **very good**.

## Teaching and learning

**Teaching and learning are good overall.** They are stronger in Years 3 to 6 than in Year 1 and 2 and need to be consistently good across the school in order for pupils to achieve their full potential. Procedures for assessment and its use are satisfactory.

## Main strengths and weaknesses

- English and mathematics are taught well in most lessons, particularly in Years 3 to 6.
- Marking of pupils' work gives insufficient guidance as to what they need to do to improve.
- Procedures for assessment are satisfactory. Its use in informing planning for future learning is inconsistent across the school.

- Pupils learn well because management of classes is effective.
- Good support is given to pupils with special educational needs and those for whom English is an additional language.

### **Commentary**

12. Overall, teaching is good. It is good for children in reception classes and good for pupils in Years 1 to 6 with some very good teaching in Years 3 to 6.
13. The main strengths in the teaching are teachers' good relationships with their pupils and good subject knowledge. Good teaching of basic skills in the reception classes sets solid foundations for future learning. Literacy and numeracy are taught well throughout the school with some very good teaching observed. In the very best examples, lessons are taught at a really brisk pace with infectious enthusiasm so that pupils are very keen to join in, answering questions and giving suggestions confidently. In these lessons, pupils work at a good rate and learn a great deal. Teachers state what it is they expect pupils to learn in the lesson and share this with them. However, opportunities are frequently missed for pupils to check up on their own learning as teachers do not always encourage pupils to consider what they have learned by the end of the lesson. Marking is satisfactory. In the very best examples, pupils are told how they have got on and what they need to do next, and personal targets for improvement receive comment but this is frequently not the case for most pupils. Homework is used well in a variety of subjects and extends pupils' knowledge or provides opportunities to practise reading. Very good habits are firmly established in the reception classes when children take a library book home to share with their family. These habits are continued through the school, with many older pupils reading a great deal by themselves.
14. Teachers have high expectations of good behaviour. Displays of the 'Golden Rules' in each classroom help to reinforce the need for high standards of co-operation and behaviour. When sharing equipment such as musical instruments, pupils take turns with a minimum of fuss. They develop good listening skills and learn the skills of contributing to discussion without interrupting each other. Much of the skills development such as this is reinforced through the personal and social education programme throughout the school where pupils use sitting in a circle as a means of learning self-control and clear speaking. These skills are put into good practice as pupils listen well to instructions and share resources fairly, wasting no time and tackling their work with interest and maturity.
15. Classroom assistants are a valued and valuable part of the teaching team. The support given to pupils with behavioural difficulties and those for whom English is an additional language is also good and ensures the individual pupil can learn effectively and that they do not impede the learning of others. Pupils with learning difficulties or behavioural problems and more able pupils are all well supported and make equally good progress as their peers. Support assistants prepare their strategies well in conjunction with the teacher and have clearly defined roles. They often sit near pupils who are experiencing problems, and help them during the first or final parts of the lesson. This is especially effective in many English and mathematics lessons.
16. The school has satisfactory procedures for assessment of pupils' work and their achievements. The teachers' use of day-to-day marking and assessment of work in planning future work is not yet consistent across the school. The use of assessment is effective in tracking pupils' progress. This information is used well to set pupils in ability groups for specific subjects and provide targets for improvement.
17. Good or better lessons account for about three-quarters of the teaching and learning seen. All of the remainder were satisfactory. In these lessons, the pace was sometimes a little too slow and this resulted in occasional lapses of attention by pupils. Learning is still satisfactory and new skills and knowledge are acquired.

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7 (19)	22 (59)	8 (22)	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.*

### The curriculum

The school provides a **good** curriculum which meets the needs of all pupils. Opportunities for enrichment of the curriculum are **good**. The accommodation is **satisfactory** and supports learning. The amount and quality of resources are **satisfactory**.

### Main strengths and weaknesses

- Opportunities for pupils to participate in sports are very good.
- Visits to places of interest and visitors to school enhance the curriculum well.
- School is committed to including all pupils in all aspects of school life.
- Pupils' personal, social and health education is promoted well.
- Accommodation overall is satisfactory although accommodation for older pupils is good.
- Quality and range of resources are satisfactory but need development.

### Commentary

18. The school provides a range of curricular opportunities which meets legal requirements and includes all subjects of the National Curriculum. The curriculum is broad and balanced and there is good provision for pupils with special educational needs. Pupils identified as speaking English as a second language are fully integrated and can communicate well in English so they do not need specialist provision. The curriculum is organised and monitored through planning to make sure that there is continuity and progression in pupils' learning.
19. The school ensures that a good range of opportunities covers all aspects of personal, social and health education development in this subject. The scheme is wide ranging, encompassing healthy living, including diet, relationships and an awareness of the dangers of alcohol, smoking and illegal drugs.
20. The school is committed to including all pupils in all aspects of school life. Care is taken to ensure all pupils have equal access to the curriculum. They join in all visits including a recent residential visit to the Lake District. A visit to Wigan Pier enabled pupils in Years 1 and 2 understand the contrasting lifestyles of Victorians with the present time. Pupils are well prepared for transfer to subsequent stages of education. There is close liaison with neighbouring secondary schools to enable all pupils to transfer successfully.
21. Recently there has been a review of the curriculum and plans are in place to develop it further. Subjects are often linked to enhance learning, for example, mathematics, ICT, DT geography and history are linked in the study of the Egyptians. Greater co-ordination of planned links between subjects is required.
22. The school promotes participation in sports, arts and other interests through provision of a range of activities and clubs, visits and visitors to school and working closely with neighbouring schools. Currently, there is greater emphasis on sports activities but it is planned to redress the balance by introduction of a book club. Pupils have the opportunity to join clubs dedicated to developing their sporting, musical and artistic talents. These include computer club, choir, specialist teaching of sports skills, including tag rugby, boys and girls football. There are opportunities for them to develop their chess skills.

23. The demands of the curriculum are met by an experienced, well qualified team and effective team of teachers and classroom assistants. They are supported by specialist teachers for music and sports, as well as additional helpers and parents. Recently, the stability of the staff has been affected by numerous changes and prolonged absences caused by ill health which has impeded plans to develop the curriculum.
24. The accommodation is satisfactory. The refurbishment of the accommodation designated for older pupils has provided a bright, spacious learning environment. Unfortunately, the accommodation used by younger children does not match this. The narrow, glazed corridor linking the teaching areas leaks during heavy rainfall. The glazing limits the light accessible to the adjacent infant classrooms. The school is well equipped with specialist areas for information technology tuition and an attractive library is being developed. There is sufficient outside space to provide areas for outdoor sports and games. However, the recently refurbished playground for younger children does not include large apparatus suitable for climbing. Most areas are accessible for those with mobility problems and areas for specialist medical and personal needs are provided.
25. Resources are adequate but it is sometimes necessary for teachers to borrow or improvise equipment in order to meet the needs of the curriculum. They are well organised and accessible.

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

The school's approach towards pupils' care, welfare, health and safety is **satisfactory**. Support, advice and guidance are **satisfactory**. The processes for seeking pupils' views and involving them in the school's work and development are **satisfactory** but need to be developed more formally.

### **Main strengths and weaknesses**

- Pupils are able to work in a safe, secure and healthy environment but further effort is required with monitoring, reviewing and updating systems of safe practice.
- There are good, trusting relationships between pupils and adults in the school.
- The induction arrangements are good and parents are fully involved in the process.
- No formal systems are in place to seek pupils' views and actively involve them in the work and development of the school.

### **Commentary**

26. The school is a safe and secure place. Pupils can confidently give of their best knowing there is always someone to turn to in time of need. High mobility of staff over the last year has not in any way directly affected the safety or well being of pupils. However, indirectly, it has moderately affected the level of guidance and support pupils receive. Several shortcomings are now being addressed. Child protection training for staff has been scheduled during the next academic year and first aid training immediately after the inspection. Although there is good analysis of assessment information to identify areas for improvement in different subjects, it is not used consistently across the school for providing guidance to pupils on how they can improve nor to inform planning of future work.
27. Good relationships between everyone at the school enable pupils to work in a family atmosphere and to share problems and concerns. This helps the pupils to relax, enabling teachers to deliver lessons well and achieve effective learning. The level of trust is high and staff are able to work collaboratively with pupils and parents on workshops in establishing the school's code of conduct.

28. During their period of instability, the introduction of the code of conduct has been enormously beneficial for the school and instrumental in helping to focus on pupils' personal development.
29. Induction procedures for moving pupils to new classes during the various stages of education are good. The introduction of mixed age classes has assisted these transitions. Younger pupils are able to work alongside older pupils and can learn by example. This is a truly family atmosphere approach. Whilst a number of parents adversely commented against mixed age classes, pupils really like the idea and have responded very positively. Of all the pupils spoken to during the inspection, not one said they disliked the arrangements. It leads to a good learning environment.
30. There are limited opportunities for pupils to get involved in the work and development of the school since there are no formal systems to seek their views on matters directly affecting them. There is no school council. Opportunities are missed for pupils to become involved in improving their school.

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

There are **good** links with parents. The use of the community to enrich pupils' learning is a **good** feature of the school. The school has **very good** links with other schools and colleges.

### **Main strengths and weaknesses**

- There are good links with parents as a result of good communications and parent workshops.
- The school systematically seek out effective resource activities from within the community to bring a new dimension to the pupils' learning.
- Educational links with other schools are very good. This helps pupils to appreciate life outside of their immediate environment.

### **Commentary**

31. The school work very closely with parents on matters that directly affect their children. For example, workshops were arranged to introduce the concept of "Golden Rules" to control the behaviour of pupils in and around the school. Parents were invited to attend the workshops. This gave them the opportunities to work in small groups and have brainstorming sessions to define and justify the golden rules for the school. There is now a strong sense of ownership of these rules. This came through very clearly at the parents' meeting prior to the inspection. School has strong communication links with parents via a series of monthly newsletters, governors' annual report and detailed progress reports that identify targets for improvement. Parents are very supportive of the school and think highly of what the school are doing for their children.
32. Staff continually seek new opportunities for pupils to gain an insight of the outside world to extend and enrich their curriculum. This has a marked effect on the pupils' learning and achievements. For example, regular visits are made to Wigan Pier, Pacific Road Theatre, Deva Museum, Greenacres Farm and Ness Gardens. The school is committed towards developing sporting activities and participating in tournaments with other schools. The pupils experience a full range of sport including netball, football (boys, girls and mixed teams) and tag rugby. Each year, the school enter the "Fair Play" activity organised by Tranmere Rovers Football Club. The school has close links with a local Christian society who regularly visits the school to present assemblies. Pupils look forward to meeting people from within the community. They treat all visitors with respect. Pupils are always willing to raise funds for people less fortunate as themselves or when disasters, such as the recent Tsunami disaster, occur around the world.

33. The school has cultivated very impressive links with other schools and colleges. For example, there is involvement with the support services offered by Orrett's Meadow Outreach who visit the school to help prepare individual education programmes for pupils with identified special educational needs. Years 1 and 2 pupils are benefiting from the dance workshop preparations for the "Year of the Sea Dance Festival" sponsored by South Wirral High School (a local visual and performing arts college). Year 6 pupils transfer to a relatively high number of secondary schools which involves a lot of school liaison work. Many pupils participate in the 11+ entrance examinations for local Grammar schools. Sixteen pupils will progress to Grammar school next year representing a forty seven per cent success rate.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher shows a strong sense of direction and has the full support of the staff and governing body. The governance of the school is **good**. The work of other key staff is **satisfactory**.

### Main strengths and weaknesses

- The headteacher shows good leadership.
- There is a shared vision and determination to improve standards and the quality of educational provision.
- Governors are a committed team who know and understand the school and give strong support to the headteacher and senior management team.
- Strategic planning is good and a very clear educational direction has been established.
- School finances are well managed.
- The roles of the senior management team and curriculum co-ordinators have not been fully developed to include the monitoring of teaching and learning.

### Commentary

34. The good leadership and management of the headteacher have been instrumental in ensuring that standards throughout the school are good. Since her appointment under two years ago, the headteacher has had to make many critical decisions to enable the school to successfully move forward. She has a clear overview of the school's strengths and weaknesses. A comprehensive school development plan is now in place, developed by the senior management team, together with other staff and governors, to ensure that the school continues to improve. The curriculum is well managed and organised and provides many full and rich learning opportunities for pupils. A positive atmosphere for learning enables the school to raise the quality of lessons. As a result, teachers and support staff are successful in the classroom and promote good attitudes to learning. The school is committed to inclusion and all pupils have full access to the curriculum. A committed staff share the headteacher's strong sense of purpose and broad vision for the school. Subject co-ordinators, many of whom have only recently taken on their responsibilities, fulfil their duties satisfactorily. However, their roles have not yet been fully developed and they have not had the appropriate training and opportunities to enable them to successfully evaluate the quality of teaching and learning in their subjects. Performance management is implemented effectively to raise standards and to address staff development needs.
35. The governance of the school is good. The governors are a committed team who have a good understanding of the school's strengths and weaknesses. They work closely with the headteacher who provides them with detailed information about the school's development. Governors ensure that all statutory requirements are met. They have a very good grasp of the school's financial situation, its needs and priorities and play a highly influential role in this area and have had to take appropriate steps to manage a deficit budget. The deficit is mainly due to fluctuations in the number of pupils and several long term staff absences. The governing body has consulted the parents, staff and the local education authority on the school's vision for the future and their views have been incorporated into the school's development plan. The

resources are satisfactory overall, although the relatively new information and communication technology suite is an asset to the school. Staff have done well with the resources available to them and have used them effectively for the benefit of all pupils. Given its standards and provision and the quality of leadership and management, the school provides good value for the money delegated to it.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	706431	Balance from previous year	-10769
Total expenditure	712750	Balance carried forward to the next	-17088
Expenditure per pupil	2441		



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

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

Provision for the children in the Foundation Stage, in this case the reception group, is **good** overall. This is similar to the provision at the time of the last report.

Children are well prepared for work with the National Curriculum. Before starting at the school, the children have had a wide range of pre-school experiences. Most have attended private day nurseries or various pre-school groups. Attainment on entry of the present group was below that usually found for children of the same age. However, these children have achieved well. This is because of the good teaching and the help and guidance from the skilled classroom support staff.

The curriculum and the facilities for all children in the Foundation Stage are being reviewed. However, further development is impeded by the instability of staffing within this phase. There is a wide range of interesting, challenging and relevant activities which are well planned to ensure an appropriate curriculum is delivered. All adults are good role models for the children and establish very good relationships with them. Care is taken to see that the requirements of individuals with different experiences and needs are met. Staff monitor work and maintain detailed records of all aspects of children's learning. Although the indoor spaces are adequate, they make delivery of the curriculum difficult. There is a lack of designated practical spaces and storage. The source of light to both classrooms is restricted by shading from large trees and the secondary light source from the glazed corridor. Consequently, artificial lighting is required even on bright days. The out-of-doors accommodation has recently been refurbished and is now brighter and more appealing. There is no fixed apparatus to allow children to climb safely. The staff use their experience and ingenuity to make best use of the available space and resources. The leadership and management of this phase are satisfactory. The co-ordinator has managed the instability of staffing during recent times well but this has delayed planned developments. Similarly, managing the difficulties associated with the accommodation has also been time consuming, for example ensuring the leaks from the glazed corridor does not have an adverse effect on teaching and learning.

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

Provision in this area of learning is **good**.

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

- Children achieve well and develop very positive attitudes because of the good teaching and high expectations shared by all of the staff.
- There are very supportive relationships and most children are confident learners.

#### **Commentary**

36. Children make good progress in this area of learning because of the well organised learning opportunities and the good teaching. This is supported by the good contributions made by the experienced teaching assistant. The children in both reception classes are on course to exceed the expected learning goals by the end of the year and some will exceed them. The children learn what is fair and acceptable behaviour because of the consistency of the routines and the caring attitudes shown to them. Children listen to and participate in interesting stories and activities. They are learning to speak clearly and confidently. They learn to comply with the high standards of behaviour that are expected. They are usually good at taking turns and putting up their hands before answering questions. Children share resources sensibly and particularly like the secret garden area which provides them with the opportunity for role play

and practising the skills of writing and speaking. Children take turns when taking part in activities such as painting and using computers. Groups of children share equipment well. There is a caring atmosphere where children grow in confidence and develop a sense of personal worth.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for this area of learning is **good**.

### **Main strengths and weaknesses**

- Teaching is very good and the staff members create varied opportunities to develop children's skills in speaking and listening.
- Children's achievement in writing is being carefully developed alongside their speaking.
- Children enjoy role-play and sharing favourite well-known stories and books.

### **Commentary**

37. Discussions with children and the analysis of completed work show that most of the children are on course to achieve the expected levels by the time they enter Year 1. Children make very good progress in speaking and their skills in listening are good. They like to share in the rich opportunities of whole class and group discussions. The staff plan activities to develop children's vocabulary through probing questions. Children take turns and listen to one another.
38. Good relationships between adults and children enable even the most timid to gain the confidence to speak because all the adults always listen to them. Children learn letter sounds and are able to link them to writing patterns. Children are encouraged to hold pencils with the correct grip. The analysis of writing shows that most children form letters accurately and have frequent opportunities for practising letter formation and patterns. Assessment records show a good level of improvement from their attainment on entry.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Most children attain and many exceed the expected learning goals.
- Teaching strategies and therefore children's learning are good.
- Children participate in a range of planned and structured activities to ensure that they can apply their understanding of number to other areas of learning.

### **Commentary**

39. As a result of the good teaching and the structured activities that they experience, children's attainment levels in mathematics meet the expected levels. The children achieve well because of good teaching. Staff members share good subject knowledge and use assessment to guide planning. All work is based on children's prior learning. Their knowledge and understanding are good in the areas of number, shape and space. Most children add and subtract using numbers to ten. The group of children capable of higher attainment readily count to 20. Children show their skills when accurately ordering numbers. Most of the children recognise and accurately name two-dimensional shapes, such as triangle and square. Children show an

awareness of order, shape and colour. Most children are confident in this area of learning and enjoy the activities. They work and collaborate with one another very well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision for this area of learning is **good**.

### **Main strengths and weaknesses**

- There is a range of interesting activities that enhances children's knowledge and achievements.
- Teachers plan good opportunities for speaking and listening, role-play and construction activities.
- There are opportunities to use computers to extend their learning.

### **Commentary**

40. Only one session was directly observed in this area of learning but indications are that the quality of teaching is good. From photographs, planning and discussions with children it is evident that achievement is at least as good as could be expected and, as a result, many children are well placed to reach the expected goals by the end of the year. This represents good levels of achievement from their prior attainment on joining the school. In the time since they started school, the good quality of provision and teaching has helped them to become confident and interested learners. They learn to understand the differences between past and present and make models of dinosaurs as part of their investigation into construction materials. There are strong links with literacy through making porridge for 'Mummy Bear and Jack's Healthy Bean Salad' which are part of the children's learning about healthy lifestyles.
41. The children know why they need to run and jump as they exercise and understand that strenuous exercise raises the speed of the heart beat.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Staff and children make effective use of the accommodation in the hall and the play areas outside.
- Access to specialist tuition is very good.
- The area and equipment for outdoor play are restricted and limit the opportunities for climbing.

### **Commentary**

42. In physical education, one lesson was observed which was led by a specialist teacher from the local sports college. The children are taught the importance of warming up exercises before the lesson begins. They can jump from standing positions and are encouraged to use their arms to balance as they try to stand on one leg. Children working with construction equipment, paintbrushes, scissors and pencils show confidence and dexterity and achieve their goals. Most children hold pencils and pens correctly and their writing is developing well. Children of all attainment levels are given good support and encouragement with help available as

required. In this way, both higher attainers and those who find learning more difficult achieve well alongside other children in the class.

## **CREATIVE DEVELOPMENT**

The provision for this area of learning is **good**.

### **Main strengths and weaknesses**

- Children's completed paintings, print patterns and work with dough and clay are good.
- This area of learning makes a very good contribution to children's personal, social and emotional development.
- Children have very positive attitudes.

### **Commentary**

43. Displays and discussions with children show that they are well placed to reach the expected levels by the end of the year. Teachers' records show that children have a wide range of creative opportunities. They are encouraged to experiment when mixing paint and using modelling materials. Children are proud to show the designs and images that they have created on the computer. Many activities extend their imaginative and collaborative activities well. Children enjoy singing and know a lot of familiar songs and tunes. They sing tunefully with accurate pitch and rhythm.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision for English is **good**.

### **Main strengths and weaknesses**

- Pupils make very good progress in reading and standards are well above national expectations.
- Pupils' achievement is good.
- Leadership and management of the subject are good.
- Pupils' attitudes towards literacy are good.
- Writing skills are below national expectations and are not as consistently developed as other areas of English.

### **Commentary**

44. The national test results for Key Stage 1 in 2004 were well above average in reading and below the national average in writing. By the end of Year 6, results in English were above the national average. In comparison with similar schools, standards in Year 2 were well above average in reading and below average in writing. In Year 6, standards were well above average. By the age of seven, pupils listen, speak and read competently and confidently. There are no significant variations in the attainment of boys and girls. Given the below average standards on entry, achievement for all pupils, including those with special educational needs and those learning English as an additional language is good. The school has identified raising standards in writing as a priority particularly in Key Stage 1 and a number of measures have been

introduced to achieve this. Pupils in Key Stage 2 are taught in three different ability groups and this has had a significant impact on raising and maintaining the school's good standards in literacy. Scrutiny of the higher ability group in Year 5 and in Year 6 showed work of a high standard. Pupils are provided with many opportunities to develop their literacy skills in a challenging and interesting way. The school has made satisfactory progress since the last inspection.

45. Pupils develop good reading habits and skills. By the end of Year 2 and Year 6, standards in reading are well above average. Pupils have good comprehension skills. In Year 2, pupils are familiar with a range of strategies to help them to read. Higher attaining pupils read silently and answer questions that show that they can infer meaning from text. Lower attaining pupils develop basic skills of letter sound acquisition. Older pupils read with growing fluency and confidence and teachers encourage them to read with clarity and expression. A key factor in the development of pupils reading skills is the very good support provided by parents who regularly hear their children read.
46. Speaking and listening skills are effectively promoted through lively and constructive class and group discussions, particularly during circle time and personal, social, health education lessons. Pupils are encouraged to share their personal views and relate stories or news. All staff have attended training on developing pupils' speaking and listening skills. Pupils are provided with many opportunities to develop these skills through drama, reading out loud in class and assemblies and staff encourage pupils to ask and answer questions during lessons.
47. Writing skills are below average and not developed as consistently as other areas of English. This is a weakness that the school has recognised and is attempting to address. The school is in the process of putting a number of strategies in place to raise writing standards, particularly in Key Stage 1. Staff training has taken place and curriculum plans have been adapted to provide more opportunities for extended and independent writing. Cross curricular writing is also being promoted. A positive feature of pupils' development and writing is the good progress made by many pupils in Year 5 and Year 6 classes where the pace and challenge of the work is good and pupils write in considerable detail in a range of different subjects. Written work covers a wide range of genre and is usually well presented.
48. The quality of teaching and learning in Key Stage 1 is satisfactory and good in Key Stage 2. Examples of good teaching were seen in both key stages and there were no unsatisfactory lessons seen during the inspection. In Key Stage 1, there has been a number of staff changes in recent years which has had a negative impact on teaching and learning. The school plans to develop the literacy co-ordinator's role in terms of monitoring and assessing standards and this will help to bring about greater continuity and consistency throughout the school. Teachers' plans are clear, detailed and target the different levels of attainment in classes. Teachers are well supported by classroom assistants who ensure that pupils concentrate and stay on task. Teachers have good subject knowledge, especially when teaching guided reading and this is having a significant effect on pupils' learning and the high standards they achieve. Pupils enjoy learning and have good attitudes towards their work. Teachers make their lessons interesting and use humour effectively to encourage full participation. Marking is inconsistent throughout the school and does not always show pupils how to improve their work.
49. The leadership and management of the subject are good. The experienced and enthusiastic co-ordinator has a good understanding of the subject's strengths and weaknesses. She has worked hard to ensure that staff are kept up to date with recent developments. An effective plan and subject leader action plan outline areas for future development, including raising standards in writing by developing more cross curricular links and improving guided reading materials. Staff are involved in the grading of writing standards throughout the school. However, the co-ordinators' role needs to be developed further to include the monitoring of standards in teaching and learning in all classes. The school has a literacy governor who visits the school regularly and is kept fully informed.

## Language and literacy across the curriculum

50. Pupils' knowledge, skills and understanding are developed well in other subjects. The school is taking a more focused approach to developing writing in other areas such as science, history, geography and religious education. In science, pupils develop their literacy skills through scientific report writing and older pupils use information and communication technology to produce multimedia presentations. Pupils in the computer club use word processing skills to make contributions to the school magazine.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6.
- Teaching and learning are good.
- The quality of mental starters is good.
- Pupils are sometimes unsure of their personal targets and of what they need to do to improve.
- Leadership and management are good.

### Commentary

51. Pupils achieve well. The standards that pupils attain at the end of both Year 2 and Year 6 are well above average. Teachers challenge pupils of all abilities, and the leadership of the subject is good.
52. The quality of teaching is good overall with some examples of excellent practice. Mental starters to lessons are imaginative and well planned. Teachers are skilled in ensuring that all pupils participate even when questions are focused on specific ability levels. The effectiveness of mental starters is an example of how the co-ordinator highlighted this as an area for improvement, planned training for staff and monitored progress until improvement was secure. The pace of lessons is very good.
53. Assessment is an integral part of every lesson and as teaching is always challenging, pupils sometimes struggle to keep up. When this happens, teachers make rapid adjustments to their plans and because their subject knowledge is good, they can lead pupils through carefully structured steps in learning. As a result, pupils make good progress in lessons and achieve as well as they can.
54. Marking is generally satisfactory and promotes good attitudes to learning. Pupils have insufficient guidance and are not always clear what steps they need to do to improve. Classroom routines are well established and pupils use whiteboards and computers effectively. The deployment of teaching staff and assistants is well matched to particular ability sets. This creates teaching ratios that are most likely to help pupils make good progress.
55. The headteacher currently holds the responsibility for leadership of the subject temporarily. It has been reflective, evaluative and consistent with the school's strategy plan. Assessment of whole-school performance in mathematics is based on the monitoring of individual progress towards targets. Staff training has ensured there is consistency in teaching methods and expectations. Evidence for this is clear in the way that pupils throughout the school can describe and evaluate alternative strategies for problem solving. Very good use has been made of assessment data analysis to improve teaching.

## Mathematics across the curriculum

56. There is evidence to demonstrate appropriate links with other subjects but these are not always identified or consistently well planned. Teachers ensure that pupils understand its relevance throughout the rest of the curriculum and school. Wall displays for other subjects include the use of mathematics. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in the school. Pupils' reading skills are used to good effect in interpreting problems. The school has good plans to introduce a new approach to cross-curricular planning to provide opportunities to incorporate mathematics activities to further develop mathematical skills in other areas of the curriculum.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Teaching and consequently learning are generally good.
- Standards are broadly in line with expectations.
- Attitudes to learning and behaviour are good.
- Use of assessment, including the quality of marking, to support and guide learning, is inconsistent.
- The quality and supply of resources restrict some activities.
- The role of the subject co-ordinator is not yet fully developed.

### Commentary

57. Standards overall in Years 2 and 6 are close to the expected levels in lessons where much of the work is practical and pupils make very secure judgements from the results of their practical investigations. Teaching is generally good with some very good teaching which enables pupils to achieve standards that are broadly in line with expectations at the end of Years 2 and 6. Pupils, including those with special educational needs, are making good progress. Teachers endeavour to match work to pupils' ability so that higher attaining pupils are challenged. Less able pupils benefit from the skilled support of classroom assistants in addition to the help they receive from their teachers. All pupils are fully included in the curriculum. Pupils of all ability levels follow broadly similar programmes of study but usually record their work according to the direction of published worksheets. This inhibits more able pupils and poses additional problems for pupils who are less able to record their findings by writing. All pupils are attentive and well behaved in class and when necessary work very well together to explore scientific enquiry.
58. The curriculum is based on the Wirral Science Scheme and lessons are planned accordingly. The good relationships allow teachers to work in a calm purposeful atmosphere. In Year 2, pupils investigated objects and classified them according to whether they floated or sank. In Year 5, pupils were consolidating their knowledge about electrical circuits and exploring whether the number of batteries and, or the length of the connecting wire affected the strength of the light source. Pupils have opportunity to investigate problems and test their own hypotheses. Pupils in Year 6 investigated the forces which affect the performance of toy cars. They understand the concept of fair testing.
59. Links necessary to strengthen learning through a variety of subjects and topics are not yet fully developed. Teachers use questioning well to engage pupils' interest and to cause them to solve problems and demonstrate their understanding. There are few examples of pupils using ICT to either research their projects, to record and analyse data or record their practical investigations. Assessment procedures are built into the programmes of study and usually take place at the end of particular units of study. Marking is inconsistent across the school. Consequently, pupils do not have sufficient guidance in how they can improve their work. They do not have individual targets set to help them raise the standard of their work further.

Recording of pupils' findings is usually constrained by the limitations imposed by the frequent use of published worksheets.

60. The subject co-ordinator has been appointed recently. His leadership and management of the subject are satisfactory. He has had too few opportunities to concentrate on improving the standards within his subject across the school due to the impact of frequent staff changes throughout the school. Monitoring of teaching and learning has not yet been implemented. Leadership and management of the subject are under review and it is planned to develop the subject further. A priority is to improve assessment procedures to use the information to raise standards. Resources are adequate to meet the needs of the curriculum as a result of teachers' ingenuity and willingness to share. Some of the resources used were old, of poor quality and did not inspire or enthuse those who used them. There has been a satisfactory improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Pupils' attitudes are good.
- Leadership of the subject is good and plans are in place to develop the co-ordinator's role further.
- The new information and communication technology suite has had a positive impact on raising standards.
- There are limited opportunities to use information and communication technology in the classroom.

### **Commentary**

61. Provision for information and communication technology has improved since the last inspection and resources have been significantly updated. The school's development plan identifies further areas for development in terms of resources, monitoring and staff training. By the end of Year 2 and Year 6, pupils' achievement is satisfactory and standards are broadly in line with national expectations. All groups of pupils, including those with special educational needs, make satisfactory progress. Boys and girls attain equally.
62. By the end of Year 2, pupils are making satisfactory progress in developing their keyboard skills and in their ability to use the mouse with good control. They are able to enter, store and retrieve their own information to produce a data base on houses. Most pupils can organise and classify their information and can answer and pose questions relating to the data. Pupils can log on and off confidently and display good attitudes when using the information and communication technology suite. By the end of Year 4, pupils are developing their knowledge and skills through creating a story board about Tutankhamun which provided a good cross-curricular link with their work in history on Ancient Egypt. By the end of Year 6, pupils use information and communication technology effectively to organise and analyse information. They use the Internet comfortably to research information for projects and are able to evaluate their multi-media presentations. They are able to use control devices such as traffic lights, pelican crossings and lighthouses using the program, 'flowol'. Teachers' planning needs to ensure that there is full coverage of the information and communication technology curriculum and that more opportunities are provided in the classroom for pupils to consolidate and develop the skills which they are learning in the information and communication technology suite.
63. The quality of teaching is good. All teachers have a laptop and the school has purchased four digital projectors for classrooms. The improvement in resources, together with the addition of the new information communication and technology suite, has helped to improve the overall



effectiveness and confidence of the staff. The use of information and communication technology by teachers, particularly in Key Stage 2, is good and many lessons benefit from the use of PowerPoint presentations.

64. The leadership of the subject is good. The co-ordinator is enthusiastic and knowledgeable and has a good grasp of what needs to be done to move the subject forward. She has developed a clear action plan which seeks to raise standards through developing monitoring and assessment procedures, staff training and further development of resources. The co-ordinator has mentored staff and has demonstrated model lessons for the staff in the information and communication technology suite.

### **Information and Communication Technology across the curriculum**

65. The use of information and communication technology as a useful aid to teaching and learning across other subjects is developing satisfactorily as teachers have become more confident with it and resources have improved. Pupils use good keyboard skills to write stories and poems and use word processing facilities to edit their work. In history, pupils create databases of the types of houses they live in and create story boards which depict scenes from Ancient Egypt. In art, pupils use graphic modelling based on their work on Matisse's 'The Snail' to produce their own pictures. Older pupils have used the program 'Compose World' to compose music for the school website. However some opportunities are missed to develop information and communication technology through other subjects and plans need to provide a clearer information and communication technology focus.

### **HUMANITIES**

Geography and history were not a focus for this inspection. Two history lessons were seen but no geography was seen during the inspection. Evidence is based on discussions with pupils and teachers, together with scrutiny of work on display.

66. In geography and history, indications are that pupils are achieving standards expected by the end of Year 2 and Year 6. All pupils are included in all aspects of the curriculum. There are links with other areas of the curriculum, for example, ICT and history are linked through the study of houses in history. Pupils have opportunity to visit local places of interest. For example, younger pupils travel to Wigan Pier to contrast living in Victorian times and present day life styles. In Year 6, pupils had studied Britain since the 1930's but much of their research was based on secondary sources of information, for example, video recordings. Recording is often confined to completing published worksheets. Geography links to ICT are through pupils' preparation of Power Point presentations to record their findings about different environments, for example, the Andes. Links between history and geography were demonstrated when pupils presented their work about Ancient Egyptians as part of a whole school assembly. The opportunity to make visits makes a strong contribution to pupils' social, moral, spiritual and cultural education, particularly the residential visit for Year 6 pupils to Castle Head in the Lake District.
67. Pupils follow a nationally recognised programme of study. Assessment is based on the units within that programme to ensure progression and coverage of the requirements of the national curriculum. Resources are adequate. Leadership and management of the subjects are satisfactory.

### **RELIGIOUS EDUCATION**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- The study of religious education makes a significant contribution to the spiritual, moral, social and cultural development of pupils.
- Quality of teaching is good. Pupils of all ages develop a good understanding of different religions.
- The role of the co-ordinator has not been fully developed.
- The school needs to further develop its resources and religious artefacts.

### Commentary

68. Standards exceed the expectations of the locally agreed syllabus. Evidence through lessons observed, analysis of pupils' work and discussions with the religious education co-ordinator clearly points to the good achievement of pupils in both key stages. There has been satisfactory improvement since the last inspection. By the age of seven, pupils are familiar with important artefacts and symbols of the Christian church. They know about festivals, such as harvest, Easter and Christmas. Their knowledge and understanding is deepened through bible stories and their work on the life of Jesus which emphasises the importance of living according to Christian values. By the age of eleven, the curriculum continues to include the study of world religions. Younger pupils study journeys in the bible, including those of Saint Paul in the New Testament and Jonah and the Big Fish in the Old Testament. Older pupils, through their study of the Mosque, recognise the importance of prayer in the Islamic faith and the role that the Mosque has in the daily life of Muslims.
69. The quality of teaching is good. Religious education is valued in school and good links are made to teaching in assemblies. The school has developed good links in the wider community and a member of the Wirral Christian centre regularly plays an active role in school assemblies. Spiritual development is enhanced through daily acts of collective worship and opportunities for reflection. The school has developed good links with other areas of the curriculum including ICT, art, literacy and mathematics. The study of religious education makes a good contribution to the spiritual, moral, social and cultural development of the pupils. The school promotes a climate in which all pupils are valued and respected.
70. The leadership and management of the subject are satisfactory. The co-ordinator has only had responsibility for the subject for a short time and has not had the opportunity to develop her role through monitoring and assessment of teaching and learning. However, she has produced a clear and concise action plan to develop religious education further and she has a good overview of the subject's main strengths and areas for development.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient lessons were seen to make judgements on the quality of provision in art and design, design technology, physical education and music.

71. Only one **art and design** lesson was seen. The majority of pupils achieve well through a well-planned programme of experiences that develops skills in a range of media. These are well displayed around the school and provide inspiration and encouragement to all pupils. No firm judgement on the quality of teaching was possible, but scrutiny of pupils' previous work shows that they are taught well to develop their skills. In the lesson observed, Year 2 pupils were working in pairs to produce a woven design and they were able to discuss their work confidently, explaining their choice of colours and fabrics and their reasons for doing so. The work of famous artists such as Matisse and Kandinsky, and the use of the cultures of different ethnic such as Rangoli and Islamic patterns, help to extend the knowledge and understanding of all pupils. Leadership of the subject is satisfactory and the resources are managed well so that they make a positive contribution to the standards pupils achieve.
72. In **design and technology**, no lessons were seen. There is a substantial amount of evidence around the school, particularly in classrooms and corridor displays and in folders with the results of previous projects and lessons, which indicates standards are in line with those

expected at the end of Year 2 and Year 6. The projects undertaken by each year group provide opportunities for pupils to understand the design and technology process while developing appropriate skills associated with designing and making. Design and technology makes a very good contribution to pupils' personal and social development because pupils are actively encouraged to work closely together, share ideas and help each other in designing and making the finished item. Year 6 pupils recognise the purpose and value of evaluation as an integral part at the design and technology process when making felt slippers, producing templates and prototypes and evaluating them to incorporate improvements in the final product. Links with other subjects are clearly identified, such as mathematics, in the use of scales and measuring. Pupils enjoy design and technology lessons.

73. Only one **physical education** lesson was observed during the inspection so it is not possible to make an overall judgement on the quality of provision. However, it is evident from teachers' planning and discussions with pupils that the school provides pupils with many good opportunities to acquire and develop their skills in dance, gymnastics and striking and fielding games. The school also provides a good range of sporting activities outside normal lessons and regularly takes part in competitive sports with other schools. Pupils are very enthusiastic about physical education and are keen to develop their skills further and lessons are well planned to ensure a good progression of skills and tactical awareness. The school has developed strong links with a local sports' college who provide access to the skills of specialist physical education staff for a variety of activities each week. This ensures that pupils have access to high quality coaching. The college provides the school with funding to purchase physical education equipment and has also funded staff training. During the inspection, a local specialist dance teacher provided an entertaining workshop for Year 1 and Year 2 pupils. This challenging session helped to further enrich the school's curriculum while at the same time develop pupils' skills to a good standard.
74. **Music** was not a focus for this inspection. Only one lesson was observed during the inspection. Specialist tuition for Years 5 and 6 provides high quality teaching and learning. Pupils understand technical language, such as lyrics and melodic structure and they are able to use their knowledge to compose songs. They are able to use a limited range of instruments, for example, a keyboard to accompany their composition. In assembly, all pupils have the opportunity to sing together. They sing tunefully and enthusiastically.
75. Music makes a good contribution to pupils' personal development. Bullying was used as a focus for the composition of a song. Music contributes well to other areas of curriculum. For example, it is used to support history and in the Foundation Stage to reinforce learning through song. Pupils have the opportunity to join the choir and they demonstrated their skill in singing songs in two parts. On occasions, the choir sing to the residents of a local residential home. There is no school orchestra.

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

76. Only one lesson was seen. Evidence of the development of pupils' personal, social and health education can be found throughout the curriculum. Religious education lessons and assemblies make a significant contribution to the provision for pupils' personal, social and health education and citizenship.
77. Teaching usually takes place through circle time when pupils gather in a whole class group, and support staff are used well to ensure that children have the opportunity to discuss personal and social issues in small groups. Assembly themes encourage pupils' thinking about other people, helping them to be more aware of people's feelings and to be more tolerant. The quality of provision is enhanced by the good attitudes of pupils and the close and trusting relationships they enjoy with staff.
78. Pupils' views are regularly sought but there is currently no formal procedures such as a school council to more effectively promote their sense of responsibility.

79. The school has allocated specific time for developing personal, social and health education and the curriculum is well organised. The management of personal, social and health education is good. The co-ordinator has identified links between personal, social and health education and other areas of the curriculum. The scheme is wide ranging, encompassing healthy living, including diet, relationships and an awareness of the dangers of alcohol, smoking and illegal drugs. The school has also joined the "Health Promoting Schools Scheme" and is working towards the first award.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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