

INSPECTION REPORT

St Anne's R C Primary School
Liverpool

LEA area : Liverpool

Unique Reference Number : 104681

Headteacher : Mrs J G Shields

Reporting inspector : Mrs C K Corfield
21206

Dates of inspection : 11th - 14th October 1999

Under OFSTED contract number: 706732

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and junior
Type of control :	Voluntary aided
Age range of pupils :	4 to 11 years
Gender of pupils :	Mixed
School address :	Overbury Street Liverpool L7 3JH
Telephone number :	0151 709 1698
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Appropriate authority :	Liverpool
Name of chair of governors :	Mrs M Bruce
Date of previous inspection :	18 th – 22 nd November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs C Corfield, RgI	History Art Special educational needs	Attainment and progress
Mr A Smith, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mrs M Leah, Team Inspector	Science Geography	Leadership and management The efficiency of the school
Mrs M Mann, Team Inspector	Design and technology Music Under fives	Attitudes, behaviour and personal development
Mr T Handforth, Team Inspector	Mathematics Information technology Equal opportunities	The curriculum and assessment
Mr M Phillips, Team Inspector	English Physical education	Teaching Pupils' spiritual, moral, social and cultural development

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 6

- Characteristics of the school
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

7 - 36

- Attainment and progress
- Attitudes, behaviour and personal development
- Attendance

Quality of education provided

37 - 69

- Teaching
- The curriculum and assessment
- Pupils' spiritual, moral, social and cultural development
- Support, guidance and pupils' welfare
- Partnership with parents and the community

The management and efficiency of the school

70 - 86

- Leadership and management
- Staffing, accommodation and learning resources
- The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

87 - 94

English, mathematics and science

95 - 131

Other subjects or courses

132 - 183

PART C: INSPECTION DATA

Summary of inspection evidence

184 - 185

Data and indicators

pages 48 - 50

MAIN FINDINGS

What the school does well

The headteacher provides inspirational leadership and she has a very clear vision for the school's development.

- There is a strong commitment to raising standards.
- There is excellent management of the school's finances.
- The staff, governors and pupils enjoy good relationships.
- The school's partnership with parents and links with the community are very good.
- Very good provision is made for the spiritual, moral and social development of the pupils.
- Procedures for monitoring the pupils' progress and personal development are very good, together with the monitoring and promoting of good attendance.

Where the school has weaknesses

At the age of eleven, attainment is below that found in most other schools in English, mathematics and science.

- I. Not all teachers manage challenging behaviour well.
- II. Some teachers in Key Stage 2 expect too little of pupils by accepting unfinished work, untidy presentation in workbooks and in repeating instructions or requests several times before the pupils take notice.
- III. The school's improvement plan does not go beyond the current school year to provide information about decisions for the school's future development.

The school's strengths far outweigh the identified weaknesses. However, the weaknesses will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The majority of weaknesses within the last inspection report in November 1996 have been addressed well during the last school year.

- * A deputy headteacher has been appointed to form an effective senior management team with the headteacher.
- * Staff knowledge and understanding of curriculum planning has improved and the present planning procedures identify ways in which the pupils will make effective progress as they move through the school.
- * All staff have clear job descriptions with details of individual responsibilities for monitoring and evaluating the standards of attainment in each subject. This aspect is at an early stage of implementation.
- * Opportunities for the teaching of investigative and problem-solving activities have been developed, particularly in mathematics and science. The development of science and the raising of standards in teaching and attainment have been addressed successfully.
- * All teaching staff have completed the first cycle of the appraisal process.
- * The great benefits derived from the Parent School Partnership have been maintained.

In addition, the school has improved in other areas that were not specified as key issues for action:

- * The governors' role now includes specific links and liaison with each class.
- * The school has been made a more attractive place in which to learn through redecoration and many classroom improvements.
- * A classroom assistant with skills in information technology has been appointed to work with pupils throughout the school.
- * The school has successfully implemented the Literacy and Numeracy Strategies.

The school's capacity for further improvement is judged to be excellent as a result of the outstanding leadership given by the headteacher, ably supported by an effective deputy headteacher. The governors, teaching and support staff share the senior management's commitment to raising standards and fulfilling each pupil's potential.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	E	C		
Mathematics	E	C		
Science	E*	E		

The above results refer to the pupils in Year 6 in the summer term 1999. This cohort had a significant number of pupils identified on the register of special educational needs (approximately 30 per cent). The results, however, indicate a rise in standards in the three core subjects from those attained in 1998 when compared with similar schools. The current inspection findings judge attainment to have risen from the 1999 results to below national average in English, mathematics and science. The school's many initiatives to raise standards, together with the successful implementation of the National Literacy and Numeracy Strategies, have a positive impact on the standards achieved.

By the age of five, the children in the nursery and reception classes attain the desirable learning outcomes for personal and social development, mathematics, knowledge and understanding of the world, physical and creative development. Although making good progress over time, they do not reach the expected level in language and literacy. These skills are very low on entry to the nursery and low on entry to the reception classes. At the end of Key Stage 1, the pupils' attainment in reading is below the national average but above when compared to similar schools. Standards in writing are well below the national average, but close to those of similar schools. In mathematics, standards are high and above the national average and well above those of pupils from similar schools. Attainment in science in the 1999 assessments was well below the national average but the pupils in the current Year 2 classes are judged to be working at standards broadly in line with most other schools. The school's drive to raise standards in science throughout the school through promoting investigational and experimental work has proved successful so far. In Key Stage 1, the pupils' attainment in information technology is in line with national expectations, but falls below national expectations in Key Stage 2.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science	n/a	Good	Satisfactory
Information technology	n/a	Satisfactory	Good
Religious education	Not inspected	Not inspected	not inspected
Other subjects	Good	Satisfactory	Satisfactory

In 96 per cent of lessons, teaching is at least satisfactory. In 57 per cent of lessons, teaching is good and in 10 per cent of lessons, it is very good. Four per cent of teaching is unsatisfactory in Key Stage 2. For the children under five, teaching is good in all of the six areas of learning.

The quality of teaching has improved significantly since the last inspection. The strengths of teaching are lessons planned with clear learning objectives and activities that are well-matched to the full range of the pupils' abilities. Unsatisfactory aspects of teaching, observed in a small minority of lessons in Key Stage 2, are the management of challenging behaviour and low expectations.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory overall. Good for children under five and in Key Stage 1, but some disruptive pupils disturb lessons in upper Key Stage 2 classes.
Attendance	Well below national average. Some unpunctuality disrupts the start of lessons.
Ethos*	Most pupils have good attitudes. Good relationships throughout the school. Strong commitment to raising standards.
Leadership and management	Very good. Headteacher has dynamic leadership skills. Governors are well-informed, supportive and loyal. Subject co-ordinators are developing their role in monitoring the curriculum.
Curriculum	Well-planned and matches the needs of the pupils. Good equal opportunities for all.
Pupils with special educational needs	Good provision. High level of support promotes good progress. Individual education plans have realistic targets and are reviewed regularly.
Spiritual, moral, social & cultural development	Very good provision for these important aspects of the pupils' personal development.
Staffing, resources and accommodation	Generous staffing levels. Adequate and well-used accommodation. Sufficient resources.
Value for money	Sound.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
IV. is easy to approach; V. enables children to achieve high standards; VI. gives parents a clear understanding of what is taught; VII. achieves high standards of behaviour; VIII. children like to come to school.	IX. homework.

Statistically, the number of questionnaires returned and the number of parents attending the pre-inspection meeting is small. The inspectors, however, have considered all parents' views and agree with them on what the school does well, except for two important exceptions. Standards at the end of Key Stage 2, although improving, are not high enough and the behaviour of some of the pupils in Key Stage 2 is unacceptable. Homework is found to be at a level common to most primary schools.

KEY ISSUES FOR ACTION

In order to build on current strengths and raise attainment further, especially in Key Stage 2, the governing body, headteacher and staff should:

- * rigorously implement the policies recently put into place to raise standards of attainment particularly in English, mathematics and science in Key Stage 2 and in writing in Key Stage 1; (paragraph references: 9-16, 22, 95-106, 110-117, 121-127)
- * improve the consistency with which teachers follow the school's behaviour management policy; (paragraph references: 43, 58, 64,74)
- * raise teachers' expectations to match the high level that already exists in some classes by sharing good practice and observing successful teaching; (paragraph references: 39, 43, 73, 84)
- * extend the school's improvement plan beyond the current year to provide for the longer-term development of the school. (paragraph reference: 75)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- * careful attention when planning to meet the needs of the wide range of age and attainment in mixed-age classes; (paragraph references: 43, 160, 166)
- * appropriate challenge to be provided for the higher attaining pupils in all lessons; (paragraph references: 40, 43, 108, 129, 160, 166)
- * development of the pupils' sense of chronology in history in Key Stage 1; (paragraph references: 163, 166)
- * give more details of the school's provision for pupils with special educational needs in the annual governors' report and prospectus and for the other minor omissions. (paragraph reference: 76)

· INTRODUCTION

Characteristics of the school

- 1 St Anne's is a Liverpool inner-city school. Despite the decline in birth rate within the city, St Anne's has only experienced a slight drop when compared with other schools. In September 1998, forty pupils from the recently closed St Bernard's RC Primary School joined St Anne's.
- 2 The local community has suffered during the past years with growing social and deprivation problems. The majority of pupils live in council houses or rented accommodation, the standards of which vary from poor to comfortable. The Parents' Centre on the campus plays an important part in developing the good relationships found at the school.
- 3 The school caters for 269 pupils between the ages of 4 to 11 years. The children are admitted at the beginning of the year in which they are five. In the nursery, 26 children have a part-time place for five half days per week. Assessments undertaken in the children's first few weeks in school indicate that the majority attain below the level expected of this age group. At the time of the inspection, there were 62 children under the age for statutory education in the nursery and reception classes.
- 4 Based on January 1998 figures, the percentage of pupils known to be eligible for free school meals (66.3 per cent) is well above the national average. This percentage has risen in the current school year. The percentage of pupils with special educational needs (29.5 per cent) is above the national average. There is a Resourced Base class with provision for twelve statemented pupils, although there are nine pupils with statements of special educational need at present. Twenty six pupils at Stages 3 to 5 are currently identified on the school's special educational needs register. The percentage of pupils (13.4 per cent) speaking English as an additional language is high.
- 5 The school's main aims are to foster the spiritual and moral development of pupils, to provide a safe, orderly, purposeful and happy environment in which everyone is welcomed, valued and cared for, to develop children as independent learners who progress at a pace appropriate for them, and to support the development of the pupils' social skills.
- 6 The school's main priorities for 1999/00 are to improve the quality of teaching and learning, the development of information and communication technology, to develop a whole-school curriculum map and to raise awareness of all staff of the developments in Early Years' education. There are 14 objectives in the school improvement plan for the year.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	14	14
	Girls	16	16	16
	Total	30	30	30
Percentage at NC Level 2 or above	School	80 (82)	73 (79)	93 (87)
	National	85 (80)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	12	13
	Girls	11	13	11
	Total	23	25	24
Percentage at NC Level 2 or above	School	77 (82)	83 (90)	80 (95)
	National	n/a (81)	n/a (85)	n/a (86)

¹

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	27	24	51

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	27	27	27
	Girls	24	24	24
	Total	51	51	51
Percentage at NC Level 4 or above	School	57 (40)	55 (20)	53 (14)
	National	73 (65)	72 (59)	83 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	13	14
	Girls	13	17	15
	Total	25	30	29
Percentage at NC Level 4 or above	School	57 (49)	59 (46)	57 (51)
	National	n/a (65)	n/a (65)	n/a (72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	10.1
	National comparative data	5.6
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	10
Satisfactory or better	96
Less than satisfactory	4

6 PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Children under five

- 1 There is little reference to the children under five in the last report on which to base comparisons for the findings of the current report, except for the judgement that the children have poorly developed skills in literacy and numeracy when they enter the nursery and reception classes. It was found that the children made good progress in acquiring these skills.
- 2 When the children start in the nursery, their attainment is assessed using the local education authority's guidelines. The results indicate that the children's attainment is well below the levels expected in all areas of their development, but they make good progress during their time in the nursery. When they are admitted into the reception classes, assessment takes place again during the first half-term. The assessment results show that the majority of the pupils, although making good progress in the nursery, remain below the levels expected for this age group. Most of the children admitted have attended the nursery. The majority of the children who have not attended the nursery or received pre-school education elsewhere, attain well below this level. Continuing to make good progress, by the age of five, the majority of the children attain the nationally recommended learning outcomes for their personal and social development, mathematics, knowledge and understanding of the world, physical and creative development. Progress in numeracy is very good. Their attainment in language and literacy remains below the level that is expected of this age group. This area was recognised in the last report as particularly low on entry and the current inspection findings confirm this judgement. The children identified as having special educational needs receive effective support which enables them to make good progress over time.

Key Stage 2

- 3 Since the last inspection, the school has worked hard to improve its provision and raise standards in the three core subjects of English, mathematics and science, and in this it has been successful. Although standards are still not high enough, science, in particular, was judged to have insufficient opportunities for pupils to learn through investigative and experimental experiences and considerable improvement in the provision for the subject has taken place.
- 4 Standards in the three core subjects had dropped consistently over the three years 1996-98 and, as the school describes, " hit an all-time low " in 1998. The test results for 1998 were very low in the three core subjects when compared with national averages. The results for 1999 show a rise in standards in the three core subjects when compared to similar schools. The school has implemented a thorough analysis of the pupils' attainment, drawn up a whole-school curriculum plan, developed both targets for year groups and targets for individual pupils. Schemes of work have been rigorously reviewed and subject co-ordinators have produced action plans for raising standards in their subjects. All of these initiatives have had a positive impact on standards, particularly in Key Stage 2. No significant gender issues are identified in the inspection findings.
- 5 The national tests in 1999 show the pupils' attainment in English at eleven years of age to be:
 - * well below the national average;
 - * close to those of similar schools.

- 6 The evidence obtained during the current inspection indicates a further rise in standards. The proportion of the pupils obtaining the expected level has risen and is now below the national average. This is due to the school's emphasis on improving the effectiveness of curricular planning and the successful implementation of the literacy strategy. The pupils' literacy skills are benefiting from the effective implementation of the literacy strategy and the structured approach to teaching. Good progress in literacy lessons was observed during the inspection owing to the focus on the development of writing skills and extending the pupils' vocabulary. Progress over time in the key stage, in relation to prior attainment, is satisfactory in speaking and listening skills, although the pupils' listening skills are often better than their use of speaking skills. Progress in reading and writing is satisfactory, as the pupils move through the key stage although some recent good progress is noted. By the end of the key stage, most pupils can read independently and are beginning to read silently. They write for a range of purposes; to record findings, write descriptions or develop ideas. Writing, however, remains the weakest aspect of the pupils' literacy skills. Literacy skills are generally not used well in other subjects to support learning. This not only detracts from learning in other subjects, but also slows down the rate of progress in the use of these skills.
- 7 In the 1999, the pupils' attainment in mathematics at the age of eleven was:
- * well below when compared to the national average;
 - * broadly in line with similar schools.
- 8 There is evidence of a rise in standards. The findings of the current inspection indicate that attainment is now below the national average. The school's improved methods of planning and emphasis on providing work well-matched to the full range of the pupils' attainment have made a positive contribution the pupils' learning. The majority of the pupils make satisfactory progress over time. Numeracy skills are promoted successfully and the recently implemented Numeracy Strategy is beginning to develop sound mental arithmetic skills. Plenary sessions reinforce what has been learned in the lesson. These strategies make a positive contribution to learning. Most of the pupils can use correct notation to record common fractions and work out simple equivalents. The majority have sound understanding of place value to 1000. Numeracy skills are used effectively in other subjects, such as science and geography. The pupils with special educational needs make good progress in relation to their prior attainment.
- 9 The 1999 test results in science show attainment at the age of eleven to be:
- * very low when compared to the national average;
 - * well below those of similar schools.
- 10 Attainment observed during the inspection indicates standards have risen considerably and are now below the national average. This is a marked improvement from the 1999 test results. The school has developed the science curriculum significantly and now provides the pupils with appropriate investigations and many opportunities to undertake experiments, which enable them to learn effectively through first-hand experiences. The pupils now make satisfactory progress as they move through the key stage. The pupils with special educational needs make good progress promoted by the effective support from classroom assistants. During the inspection, the focus of lessons in Year 6 was on planetary orbits. The pupils have a sound understanding of the time taken by the moon to orbit the earth, and of the orbit of the earth around the sun.
- 11 In the last report, information technology was not used to support learning and systematic development of the pupils' knowledge and understanding did not take place. There was no one on the staff with specific expertise to develop the subject. In the last school year, the equipment for information technology has been increased significantly and a classroom assistant with appropriate qualifications has been appointed to work with pupils in all classes. This initiative has not been in place long enough to promote the learning of the current pupils in Year 6, the majority of whom lack the skills to access the full potential of the computers. Their attainment is below the level expected nationally at the end of the key stage. A small number of pupils, however, were observed sending an e-mail and excitedly accessing the e-mail reply. This group could log on and enter a password. Most of the pupils in the key stage made satisfactory progress in lessons during the inspection.

12 At the time of the last inspection, standards in aspects of art, history, geography and music were judged to be unsatisfactory. The school has tackled these problems well and by the end of the key stage, the pupils now make satisfactory progress in history, geography, art, design and technology, music and physical education. They work at a level appropriate for their age.

Key Stage 1

13 In the statutory tests at the time of the last inspection, the pupils' attainment in reading, writing and mathematics was well below the national average. The teachers' assessments of speaking and listening skills and science were also well below national expectations. The inspection evidence, however, did not support the findings of the national tests. English, mathematics and science were judged to be in line with the national average. The pupils were considered to make satisfactory progress in these three subjects.

14 Taking the three years 1996 to 1998 together, the comparison with national averages show that the pupils' performance in reading, writing and mathematics was below the national average. No significant gender differences are indicated.

15 National Curriculum assessment results for 1999 indicate that, at the age of seven, the pupils' attainment was:

- * below the national average in reading;
- * above the national average in reading when compared to similar schools;
- * well below the national average in writing;
- * broadly in line when compared to similar schools.

16 Inspection findings indicate that the pupils' literacy skills are developed satisfactorily throughout the key stage, although overall they remain below the national average. By the age of seven, the majority of the pupils understand when and how to use full stops and capital letters although the pupils' full range of writing skills remain below the national average. Most can spell one syllable common words. The majority of the pupils have satisfactory skills to sound out letters which they use to help them read or write. Most know the difference between fiction and non-fiction and understand the roles of author and illustrator. Reading attainment is now closer to the national average. Listening skills are satisfactory, but the majority lack linguistic skills to develop ideas in discussions. Handwriting is satisfactory generally, although a significant minority do not hold their pencil correctly. The pupils use their developing literacy skills satisfactorily in other subjects such as science and geography, when recording their ideas and findings. Progress in speaking and listening, reading and writing is good in relation to their prior attainment and good progress was observed in lessons of the National Literacy Strategy during the inspection owing to effective organisation of the group activities, brisk pace, and good management skills.

17 The pupils' attainment in mathematics by the age of seven as indicated in the 1999 tests was:

- * above the national average;
- * well above in comparison with similar schools.

18 Inspection findings indicate that this level of attainment has been maintained. The pupils' attainment is above the national average. They make good progress throughout the key stage. The pupils can count confidently, know how to add and subtract and are beginning to understand multiplication and division. They use non-standard units of measurement confidently, when measuring round each others' heads or finding who has the longest legs. Numeracy skills are good and are incorporated into other subjects such as science, design and technology and geography.

19 By the age of seven, the assessment results for science in 1999 were:

- * well below the national average;
- * there are no figures for comparison with similar schools at present.

- 20 The inspection findings do not reflect those of the national assessments. The number of the pupils attaining the national average in the lessons observed, is broadly in line with the national average. During the inspection, the pupils in Year 2 focused on an investigation of whether the tallest people have the longest legs. They can name the external parts of the body, make simple predictions and suggest ideas on how to carry out a fair test. They can carry out a fair test and explain for their test to be fair, all strips of paper have to start at the same place, when comparing thigh measurements. This aspect of their knowledge and understanding is above the national average. The pupils, including those with special educational needs, make good progress over the key stage.
- 21 The pupils' attainment in information technology is in line with national expectations. The pupils use computers for reading and numeracy development and they are confident in their keyboard skills. Progress is good and the school has made good improvement in its provision of information technology hardware.
- 22 Progress in art, design and technology, geography, music and physical education is satisfactory. The schemes of work, now in place for all subjects, have enabled the planning for these subjects to meet more closely the needs of the pupils and promote their rate of progress. Progress in history, however, is unsatisfactory due to insufficient development of the pupils' sense of chronology and their lack of knowledge of how to find things out about the past.
- 23 The pupils with special educational needs receive good support from the acting co-ordinator, their teachers, classroom assistants and nursery nurses; all of whom have these pupils' needs at heart. Their individual education plans have realistic targets and are reviewed regularly and they make good progress. Pupils who have English as an additional language also make good progress and their needs are met through the support and guidance of a bilingual support teacher.
- 24 The strong commitment of the staff and the generally good quality of teaching found throughout the school, promotes well the school's capacity to raise standards further. The school's introduction of targets for raising standards in year groups and for pupils to have their personal targets are worthy initiatives for raising standards.

Attitudes, behaviour and personal development

- 25 The last inspection report in 1996 found that the school provided a very caring and positive environment and that relationships within the school were good. The current inspection confirms this judgement. In the 1996 report, attitudes and behaviour throughout the school were good. In the current inspection, children under five, pupils in Key Stage 1 and the pupils in the lower part of Key Stage 2 all behave well and have good attitudes to school. However, a significant number of pupils in Years 5 and 6 are disruptive and display unsatisfactory attitudes and behaviour during lessons.
- 26 On entry to the nursery, the majority of children have poor personal and social skills. However, by the age of five, they reach the level expected of this age group. Good attitudes to learning are promoted in the nursery and reception classes and the children under five work enthusiastically and happily. Children settle quickly into the school routine and establish good relationships with their peers and teachers. The personal and social development of the children under five is good and their attitudes are positive.
- 27 The pupils in Key Stages 1 and 2 enjoy their time in school and most pupils have good attitudes to learning, are keen to learn and are hard working. They are, in the main, well-motivated and respond well to encouragement and praise. When teaching is good, the pupils co-operate successfully in pairs and groups, listening to each other carefully and offering constructive suggestions. The pupils treat resources with care and tidy away efficiently after lessons. There is an absence of litter in and around the school. The pupils acknowledge and take pride in each other's achievements. This was exemplified in the very good Under 5's and Key Stage 1 Community assembly. The pupils, staff and parents showed delight when listening to a poem by pupils in Year 1 and were appreciative of the work presented by individuals, readily sharing in their joy and excitement.

- 28 Overall, the behaviour of pupils is satisfactory. Behaviour outside the classrooms, for example, at play times and in the corridors, is good. Parents expressed their support and appreciation of the school's behaviour policy at the pre-inspection meeting and there was no evidence of bullying observed during the inspection or mentioned by parents at the meeting. There have been no exclusions during the past year. Older pupils show a genuine concern and responsibility for the younger ones and behave well towards them. A group of monitors ensure that doors are held open and that pupils enter and leave the buildings in an orderly way. They are confident and friendly and converse courteously and freely with visitors. Generally, pupils are trustworthy and know the difference between right and wrong. The unsatisfactory behaviour of some of the older pupils observed in lessons in Key Stage 2 detracts from the good working atmosphere found in most classrooms.
- 29 The quality of relationships at all levels in the school is good, resulting from the mutual respect and trust between pupils and staff. Confidence and self-esteem are valued in the school and consistently promoted by the headteacher and staff. Pupils of varying ages play well together at break-times and, when given the opportunity to take responsibility, perform tasks efficiently. The pupils and staff show respect for different points of view and relationships between the school community and the parents are good, thus enhancing the personal development of the pupils.

Attendance

- 30 The pupils' rate of attendance is still well below the national average and the rate of authorised absence is well above the national average. The rate of unauthorised absence is broadly average. The high rate of absence has a negative impact on pupils' attainment and progress. There were no significant patterns of absence across the school or by individual pupils noted in the attendance registers. The greater majority of pupils arrive at school punctually, but there is some disruption to the start of morning lessons, by a small number of pupils who arrive late.

QUALITY OF EDUCATION PROVIDED

Teaching

- 31 The overall quality of teaching observed was good and has improved since the last inspection. The wide variations in teaching from good to unsatisfactory have decreased, with much good teaching seen throughout the school.
- 32 For the children under five, teaching was judged to be good in 67 per cent of lessons, eight per cent were very good and in 25 per cent of lessons, teaching was satisfactory. In Key Stage 1, 65 per cent of teaching was judged to be good, 22 per cent very good and 13 per cent satisfactory. No unsatisfactory teaching was observed in lessons for the under fives or in Key Stage 1. In Key Stage 2, 35 per cent of teaching was good, five per cent very good, 53 per cent satisfactory and seven per cent was judged to be unsatisfactory.
- 33 Since the last inspection, the amount of good teaching has risen significantly. Whilst expectations have risen since 1996, a few teachers in Key Stage 2 still expect too little of the pupils. Opportunities for the pupils to develop knowledge and understanding through investigations and problem solving have improved, particularly in science, where there has been considerable improvement.

- 34 Throughout the school, the teaching of literacy and numeracy is generally good and this contributes significantly to recent good progress. The school has identified writing as being the weakest part of the pupils' literacy skills. Well-structured literacy lessons focus successfully on writing skills and are raising standards. There are some good features in the teaching of the new numeracy project with weaknesses being overcome in managing the different parts of the lesson. Numeracy skills are reinforced in geography and science, but for literacy, there is little planned consolidation and reinforcement of skills in other subjects, especially at Key Stage 2. Science teaching extends the pupils' learning as they go through the school with well-planned opportunities to experiment so that they learn from first-hand experiences. In most other subjects, teaching is satisfactory. In both key stages, art, music, design and technology and geography, lessons are well planned, but the teaching of physical education is satisfactory overall in both key stages although teaching was unsatisfactory in one games lesson in Key Stage 2. Teaching in history in Key Stage 1 is unsatisfactory, as the pupils do not receive sufficient lessons to enable them to make progress. Teaching in Key Stage 2 in history is satisfactory.
- 35 Teachers have thorough subject knowledge across the curriculum. In literacy and numeracy they use their specialist knowledge to set well-focused and individual targets for the pupils. In both key stages these targets demonstrate high expectations and contribute to the pupils' good progress in reading and writing. Teachers consult classroom assistants when planning, ensure they have copies of all the pupils' targets and deploy them well. A classroom assistant with specialist skills in information technology contributes significantly to the pupils' progress in each class.
- 36 Teaching of children under five is good. The teachers and their assistants plan and work well together. They have good knowledge of the early years' curriculum, have high expectations of the children and welcome the involvement of parents as partners. Assessment is used appropriately to target individual needs. Resources for learning are carefully chosen and managed. They are linked effectively to the children's learning activities. Good knowledge of the children and thorough planning enables work to be set which interests and challenges them. This contributes significantly to the good progress the children make as they move through the nursery and reception classes.
- 37 The recent introduction of clear, whole-school teaching, learning and subject policies provide very good guidance for teachers when planning. Teachers plan well together in year groups and this ensures that pupils in parallel classes cover the same work. Whilst new policies are improving planning and raising pupils' attainment, a few teachers in Key Stage 2 have yet to raise their expectations accordingly. Throughout the school, in almost all lessons, resources are carefully selected to match the needs of the pupils. All teachers prepare clear individual education plans for pupils on the special education needs register. These have realistic targets and are reviewed regularly. The pupils with statements of special educational need receive individual teaching in literacy and numeracy each morning in their Resource Base. The work is matched to their needs and teaching is satisfactory. Organisation of design and technology, art and many English lessons show examples where pupils become as independent as possible in their work from an early age. The characteristics of very good teaching are lessons with a demanding pace and work set which matches and challenges pupils of varying attainment. A noticeable feature of very good teaching is the way pupils' behaviour is managed so that even reluctant learners experience success and want to learn. In unsatisfactory lessons, teachers fail to manage pupils effectively, resulting in an undemanding learning pace and contributing to low expectations for some pupils. Even in some satisfactory lessons not all the pupils finish their work. Closer attention should be given to planning for mixed age group classes to ensure that the needs of all pupils are met.
- 38 The teachers' use of homework is satisfactory and it usually makes a useful contribution to improvements in standards by preparing them for the next lesson. As yet, it is not organised in a systematic way throughout the school. Teachers mark the pupils' work regularly, although comments do not always give clear guidance for improvement. Good practice was observed in Year 4, where marking was done with reference to pupils' learning targets. Reading records accompany books taken home. These usefully record what the pupils read and provide opportunities for parents to make comments for the teacher. However, they provide little advice for both pupil and parent on how reading can be improved.

- 39 New policies provide a very clear sense of educational direction and strategies are securely in place to ensure the quality of teaching continues to rise.

The curriculum and assessment

- 40 Curriculum planning and the use of assessment to inform it have improved since the last inspection when they were identified as key issues for action. The quality of the curriculum provided for pupils is now judged to be satisfactory. The deputy headteacher has taken responsibility for curriculum development and has initiated several important strategies to improve the curricular provision.
- 41 The curriculum for children under five is good. Good liaison between the nursery and reception class teachers results in thorough planning for the children's continuity and progression in the six areas of learning. At Key Stages 1 and 2, the curriculum is varied, interesting for pupils and mainly well-balanced. It covers all subjects of the National Curriculum and religious education (which is the subject of a separate inspection by an inspector appointed by the Arch Diocese) and successfully promotes the pupils' intellectual, physical and personal development. Through the curriculum, the pupils are prepared for the next stage of education. Sex education and health education including drugs awareness are provided in accordance with the governors' policies, mainly within the science curriculum.
- 42 The school is fully committed to providing equal opportunities for all pupils. All pupils have full access to the curriculum. Provision for pupils with special educational needs, including those with statements, is effective and the curriculum is frequently made fully accessible to these pupils through the efforts of the support staff, who work with care to follow the guidance from teachers. The school maintains a register of special educational needs, complies with the national Code of Practice and meets statutory requirements. The organisation of the curriculum for pupils with special educational needs is being co-ordinated temporarily by the headteacher until the newly appointed co-ordinator joins the staff in January. Most pupils are well integrated into their class group. Pupils in the Resource Base who receive their basic lessons in literacy and numeracy teaching there, join appropriate classes for their other curriculum subjects. Individual education plans, which describe the school's strategies for supporting pupils' progress towards clearly stated targets, are drawn up for all pupils requiring them. These are reviewed termly.
- 43 The school started implementing the National Literacy Strategy at the beginning of the previous school year and it is now well developed. The National Numeracy Strategy, which was introduced at the beginning of this school year is developing effectively.
- 44 There are whole-school curricular plans covering all subjects and these link to schemes of work and teachers' planning. All are helpful documents and reflect the considerable effort that has gone into this area since the last inspection. Within the curriculum, particular emphasis is given appropriately to English, mathematics, science, religious education and information technology. Provision for the teaching of information technology has improved since the last inspection and is now satisfactory overall with some good lessons seen during the inspection.
- 45 The staff work effectively in both key stage and year-group teams, led and supported by the subject co-ordinators, to plan how the curriculum will be taught. There is clear evidence that the regular meetings ensure that pupils receive similar coverage of subjects in each class and the time allocated to subjects is appropriate.

- 46 A range of extra-curricular clubs and activities further enrich the curriculum. It includes competitive sports such as badminton and football, including a very successful mixed football team, and educational activities in science, drama and Year 6 study clubs.
- 47 On entry to the nursery, an early years' profile is used to record the children's attainment. When they enter the reception class, children are assessed using the local education authority baseline scheme and the school's own systems. These assessments are used effectively to ensure pupils' needs are met.
- 48 In Key Stages 1 and 2, the staff, led by the assessment co-ordinator have prepared a comprehensive assessment, recording and reporting policy for the school and have worked hard to improve assessment procedures in the core subjects, successfully including the tracking of progress of pupils individually in their statutory assessment tests and the setting of pupils' personal targets for English and mathematics. In addition to the end-of key stage National Curriculum tests, the school now uses a range of procedures, including the local education authority's recommended tests. The results are thoroughly analysed by both senior management and subject co-ordinators and are used to modify the curriculum, when necessary. In addition, portfolios of assessed work are being prepared for use as reference points for all teachers. Although teachers do assess pupils' attainment in other subjects, in general, this is through informal means and the arrangements are not yet systematic or comprehensive.
- 49 Assessment is used to ensure that work is well matched to the requirements of pupils with special educational needs. The school calls upon the learning support teacher from the local education authority for formal testing of these pupils. Overall, there has been a significant improvement in the quality of the school's provision for curriculum and assessment.

Pupils' spiritual, moral, social and cultural development

- 50 The previous inspection report judged the provision to be good for the pupils' spiritual, moral, social and cultural development. Cultural provision was the weakest and this has improved. Since the last inspection, overall provision has improved further and is now very good. It meets very successfully the aims of the school to encourage a sense of responsibility, high standards of behaviour, social skills and a sense of citizenship. Spiritual, moral and social provision are very good and strengths of the school and provision for the pupils' cultural development is good with some very good features.
- 51 Provision for spiritual development is very good. There are sensitively managed quiet moments of reflection at the beginning and end of the school day. School assemblies provide good opportunities for the pupils to think of others less fortunate than themselves and to reflect upon their own feelings and those of others. The pupils' spirituality is fostered through the curriculum with opportunities in music and art actively challenging the pupils to reflect upon their feelings, whilst learning how famous artists created their own paintings and music. English lessons provide numerous opportunities for the pupils to think about the work of famous authors and poets and to write their own poetry. This very good provision is having a significant impact on writing standards throughout the school. For example, a Year 4 class sat motionless, with eyes closed thinking about the colours of autumn before enthusiastically writing descriptions and poems.
- 52 The attention that the school gives to the moral development of the pupils is very good. Each class uses the school aims to write its own code of conduct, teachers refer to them when teaching and pupils review them each term. Adults are good role models and they actively encourage the pupils to be honest and respect views and beliefs different to their own. There is a clear and practical policy to reward and encourage best behaviour although a minority of teachers do not follow it closely. Most staff spend time talking to pupils about the effects of undesirable behaviour and in praising those who behave well. Lunchtime supervisors continue the good work of teachers and so ensure consistency in provision throughout the day. Physical education lessons and sport after school provide practical opportunities for the pupils to develop a sense of fair play. All this very good provision ensures the pupils know the difference between right and wrong.

- 53 Provision for the social development of the pupils is very good and there are some excellent features. The school council meets regularly. Their views are valued and the council is given significant responsibilities. The council was consulted about the school mission statement, the headteacher consults with them about school rules, talks to them about standards and curricular provision and they make their views known to the governing body. In each class, pupils have many opportunities to develop a sense of responsibility as class monitors. They help teachers and contribute to a well-ordered school. The pupils in Year 6 write to reception children about life in school and they act as monitors to ensure pupils use the staircases safely. The school energetically fosters a sense of citizenship and draws very successfully on the Parents' Centre to do so. Parents receive awards in assembly for courses successfully completed in the Parents' Centre, some leading to acceptance on university courses. There is an annual Careers and Citizenship convention involving the pupils, their parents, community police officers, RSPCA and local businesses who work in partnership to teach pupils how to be good citizens and to understand more about the world of work. In partnership with teachers, an ancillary helper and members of the community coach a successful football team of boys and girls. Drama groups visit the school to teach pupils to care for the environment and what to do should they be bullied. All these opportunities contribute significantly to pupils' social awareness and their sense of citizenship as they learn about individuals' diverse contributions to the community.
- 54 Provision for the pupils' cultural development is good and there are some very good features. There have been significant improvements to the provision for the pupils' multi-cultural development since the last inspection. There are regular visits to a Mosque and representatives from different ethnic groups visit the school. A Greek restaurant organises opportunities for the pupils to learn first-hand about different foods. In Key Stage 1, several parents talk to pupils about customs from around the world. During the week of inspection, a display provided information about Diwali for the pupils in Key Stage 1. The school participates in the city's multi-cultural events and a banner that the pupils designed, was considered good enough to hang in Liverpool's Philharmonic Hall. There are very good, recent curriculum policies to provide for the cultural development of the pupils in literacy, art and music. These policies are linked to the school development plan to ensure the systematic development of cultural provision over time. The school regularly audits book stock to ensure a good multi-cultural dimension. The school has display of the pupils' paintings in the style of famous artists. The head teacher is aware that, as yet, the school does not make best use of the rich cultural diversity within the school.

Support, guidance and pupils' welfare

- 55 In the last inspection, the support, guidance and pupils' welfare provided by the school was judged to be good. The school has improved upon this and now makes very good provision for the support and guidance of the pupils and for ensuring their welfare and health and safety.
- 56 With the children under five, staff use praise successfully to encourage and increase their level of confidence. The staff take care in building positive relationships, to ensure that children are introduced sensitively into school routines. Parents are welcomed into the nursery and this gives them the opportunity to observe good early education practice and strengthens relationships.
- 57 The teaching and support staff work effectively as a team to provide the pupils with careful supervision and effective pastoral support throughout the school day. They are caring and approachable and relationships between staff and the pupils are good. Monitoring of the academic progress, behaviour, personal development and attendance of the pupils is very good. The school has worked very hard at improving attendance figures. The improvements in attendance and punctuality are due, in part, to the quality of information gathered by the use of electronic data recording, to the high level of importance that the school attaches to these issues, and to the close working relationship the school has with the Parent School Partnership Unit housed on the campus. The Education Welfare Worker contributes effectively to the procedures by weekly visits to school. Individual education plans and statements of special educational need are up-to-date, accessible and specific to individual pupils.

- 58 The school has a comprehensive policy to promote good behaviour and discipline and to eliminate bullying and this is effective for the majority of pupils who are well behaved. However, there is significant minority of pupils who do show poor behaviour in some classes where the policy is not rigorously applied. Overall, the procedures to promote the pupils' good behaviour, confidence and sense of well-being make an effective contribution to their educational standards.
- 59 The school's arrangements for child protection are good and effective. The school has a designated person, the headteacher, who has been trained. The teachers have a clear understanding of the school policy. Issues of health and safety are effectively addressed. The governing body's policies for health and safety make an important contribution to the pupils' support, guidance and welfare. The school makes provision for first aid treatment and for recording and reporting of accidents. Currently, there are two members of the staff qualified in first aid. Standards of caretaking in the school are good.

Partnership with parents and the community

- 60 The positive links with parents and the community found at the previous inspection have been maintained and in some areas, improved, particularly with links with commerce and industry. Children who are under five are carefully introduced into the nursery and pivotal to this sensitive arrangement, is the close relationship developed between parents and teachers. The quality of information provided for parents is very good. They receive valuable information about the curriculum that their children will be following in the school year. There are regular newsletters which maintain a steady flow of worthwhile school and social information for parents. The annual reports for pupils are satisfactory and contain all legally required information. They carry out satisfactory details of strengths and weaknesses, particularly in the core subjects of the National Curriculum and also set future targets for pupils.
- 61 The school has a successful 'open door' policy and welcomes parents into school. The work of the Parent School Partnership (PSP) has had a significant effect upon the positive inter relationship between the school and home as it did at the time of the last inspection. There have been several parents who have developed additional education skills through the PSP, which they are successfully using in the school for the benefit of pupils, as well as the additional support that can be given with their children's education at home. The school is industrious in furthering the links with parents and attempts to involve them in many ways. For example, they send out questionnaires for parental opinion, have involved parents with the development of school policies and in the updating of such items as the school mission statement and aims. There is an active 'Friends of the School Association', which does much valuable work in raising funding, organising social events and promoting the school's image within the community. A group of parents, with the support of the PSP staff have recently gained a grant from the Foundation of Sports and the Arts to improve the swimming pool facilities.
- 62 The school has established very strong links with the local community, as well as positive relations with many official agencies. There are many and varied visitors into the school from the community. These range from archaeologists, drama groups, police and fire service and local councillors through to football coaches. The headteacher has taken a significant role in the development of the Education Action Zone first-stage bid in the area. The business and industrial links have been a focus of the school since the last inspection with clear enrichment taking place. There are now several beneficial links. The school has established secure links with both local and national companies, as well as international corporations. A food company, for instance, came into the school and the pupils practised food sampling. The school has well-established links with other schools in the area, including positive relationships with the local high schools. All of these links are worthwhile in promoting the greater understanding of a wider world for the benefit of all the pupils.

63 Parents at the pre-inspection meeting with inspectors and in the questionnaires returned, felt happy with the level of information supplied, the 'open door' policy and daily contact between parents and teachers, their own involvement in the school and the education of their children. Inspectors' judgements generally supported all the positive opinions expressed by the parents. For example, they found that the level of extra-curricular activities, the homework given and such aspects as the after-school care, are all of worth in the development, support and welfare of the pupils.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 64 The quality of leadership is very good. The headteacher provides inspirational and dynamic leadership, which contributes significantly to the ethos of the school, the well-being and progress of the pupils. In the short time since her appointment, she has gained the dedicated support of the whole-school community in her strong commitment to move the school forward. She has a clear vision for the future.
- 65 The lack of deputy headteacher was judged to be unsatisfactory at the time of the last inspection. The recently-appointed deputy headteacher works closely in partnership with the headteacher, and plays a major role in raising expectations and setting high standards. Since the last inspection, the role of the subject co-ordinators has been more clearly defined, and they are more closely involved in planning.
- 66 The governors are very supportive to the school. Committees are well-informed and efficiently organised to carry out their statutory responsibilities. All policies are referred to the governing body before being implemented. Each governor is linked to a particular class and several governors are regular visitors to the school during the working day.
- 67 The school has very good systems to monitor and evaluate its work. The senior management team monitor the school's performance in National Curriculum tests. This analysis has highlighted deficiencies in the school's provision, which are being addressed. Targets are set and progress towards them are carefully monitored. The headteacher has carried out a thorough evaluation of the standards of teaching through observation in classrooms, and has instituted whole-school policies for classroom management and organisation. The deputy headteacher has taken particular responsibility for developing the curriculum, and has co-ordinated the curriculum reviews made by all teachers to prepare a long-term plan of what is to be taught. The curriculum co-ordinators are being carefully prepared to take a stronger role in monitoring the curriculum in their subjects. A climate of self-evaluation has been established. These initiatives are successful in creating an effective school team committed to raising standards.
- 68 Clear guidance and a high level of support enable the teachers generally to implement the agreed aims, values and policies of the school. There are, however, some inconsistencies in the implementation of the school's behaviour management policy in Key Stage 2.
- 69 The school development plan has been drawn up by the headteacher in consultation with the staff and governors. Whilst it is a concise working document which clearly outlines the school's priorities for the current year, it does not provide sufficiently for the school's development in the longer-term. It is linked to the school budget, has appropriate criteria to evaluate success and is reviewed regularly.
- 70 The headteacher has a secure overview of the provision for the pupils with special educational needs and clear plans to continue the high profile given to this area. A co-ordinator for special educational needs, with responsibility as a member of the school's senior management team, is to join the school shortly. The implementation of the National Literacy and Numeracy Strategies has been managed successfully, with appropriate support given to all the staff. Apart from several minor omissions in the governors' annual report to parents and the prospectus (of which governors are now aware) statutory regulations are met. These include lack of details given on the school's procedures for special educational needs.
- 71 Through careful consultation, the headteacher has enlisted the energies of the staff, the parents, the pupils and the governors, in preparing a detailed mission statement, which is reflected in all the school does. This successfully promotes a very positive ethos where all feel valued, and are encouraged to give of their best. Evidence from the parents indicates that they are very appreciative of the values set by the school. A draft home-school contract is being prepared and, at present, is under discussion with parents.

- 72 The school has achieved a very good level of success in addressing the issues in the last report. The wholehearted and successful commitment to raising standards and the systematic approach to doing so, indicates that the school is excellently placed for further improvement.

Staffing, accommodation and learning resources

- 73 Concerns in the last report were related to staff job descriptions, in identification of responsibilities for monitoring and evaluation of standards and subjects and lack of appraisal systems. These areas have been effectively dealt with and the situation has improved. The school is well staffed with teachers who are suitably qualified and experienced to meet the needs of the curriculum for children under five and for the pupils at Key Stages 1 and 2. There are good levels of support staff throughout the school, who do much to enhance pupils' progress.
- 74 The school has good systems in place for the professional development of staff. Recent training and planned for courses in the near future are carefully linked to the needs identified in the school development plan. There is an appropriate balance between the needs of the school and those of individual teachers. Arrangements for the induction of new staff and for mentoring are well-organised and satisfactory. An efficient appraisal system has been implemented through which teachers have identified areas for staff and school development.
- 75 The accommodation is sufficient for the number of pupils on roll and is adequate for the National Curriculum. The school is well-maintained and cleaned to a good standard. Displays of pupils' work and of interesting artefacts are presented very attractively. They celebrate pupils' achievements and promote learning effectively, for example, the autumn display in the main entrance hall and the pupils' work attractively displayed in the Key Stage 1 building. Good use is made of wall space throughout the whole-school to present exhibitions of work of a wide and interesting variety. Learning resources are satisfactory to fulfil the requirements of the National Curriculum. Some are of good quality, such as those used in the daily lessons of the literacy strategy. There is no central library in Key Stage 2 but the school overcomes this by visiting the local library in order to teach library skills. The school has plans in place to develop its own library. There are good resources for design and technology and for history, although there is a shortage of artefacts within the school. There are shortfalls in gymnasium equipment and in outdoor mobile play equipment for the children under five. Good use is made of resources in the local area with visits to a wide variety of venues. For example, visits to art galleries, museums and environmental and historical projects support the curriculum.

The efficiency of the school

- 76 The school's strategies for long and short-term financial planning are excellent. The headteacher works closely with the staff and the governors, to establish the school's priorities and to plan the budget carefully to meet the school's needs for the coming year. The finance committee has appropriate terms of reference and meets regularly to discuss initiatives and monitor the effectiveness of their spending. The computerised accounts are kept efficiently, and up-to-date information is always available. The headteacher ensures, through regular, detailed and accurate reports, that the governors are fully informed of any development in the school's financial position and they are strongly placed to make crucial decisions on spending. Longer-term spending is weighed carefully against projected pupil numbers. The considerable budget reserve from previous years is being targeted carefully to meet the school's present priorities of raising standards through improving the learning environment. This is being achieved through the upgrading of the accommodation in classrooms and the increased support for the teachers.

- 77 The school makes very good use of grants for specific purposes. The funds allocated for teaching the pupils with special educational needs are used very well to provide low class numbers, a good level of non-teaching support, and appropriate resources, which enable the pupils to make good progress in class. Grants for staff development have been directed very effectively to provide training and non-contact time for the headteacher, deputy headteacher and curriculum co-ordinators to monitor and evaluate the work of the school. The school and Friends of St Anne's have also been active and successful, in attracting extra funding to finance a number of initiatives, for example, refurbishment of the swimming baths and the planned improvement to the school environment
- 78 Teaching and non-teaching staff are very well-deployed. A clear management system has been established. Priority is given to developing the roles of the curriculum co-ordinators, so that they can gain a clear overview of their subject, and to move the school forward. The recent appointment of the deputy headteacher with responsibility for the organisation of the curriculum has enabled the school to form a constructive overview of its provision and improve its planning for progress as the pupils move from class to class. The accommodation is used very well. The recently-developed learning area in the reception class is used most successfully by the youngest pupils. Very effective use of the building is made by the Parents' Centre, which provides a high level of valuable support for parents and for the local community.
- 79 The overall control of finances and their day-to-day management is of the highest quality. The roles of the two administrative assistants are carefully designated and they co-operate closely to ensure the smooth running of the school's well-established procedures. Their unobtrusive efficiency frees the headteacher and staff to concentrate on their educational roles. The latest auditors' report of July '98 found the school's financial systems to be fundamentally sound. The minor recommendations made were immediately acted upon.
- 80 Taking into account attainment on entry, the socio-economic area, the costs per pupil, which are above average, the quality of education provided, the behaviour and standards achieved, the school gives sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

81 The educational provision for children under five is good. At the time of the inspection, there were sixty one children under five in the nursery and reception classes. The nursery and the reception area provide a well-resourced, attractive, purposeful learning environment in which the six areas of learning as specified in national guidance are taught well. The nursery provides twenty-six part-time places for children who will be four in the current academic year. There are two separate sessions each day. Children transfer to full-time education in the reception classes in the Autumn Term following their fourth birthday. There is an appropriate induction process including home visits, attendance at the nursery with parents and an informative booklet for parents. On entry into nursery, an early years' profile is started with initial input from parents, recording information about the child's knowledge, interests, experience, language and behaviour. This is ongoing throughout the nursery and reception classes. An Early Years' Assessment Profile booklet produced by the local education authority is also introduced for assessing and recording pupils' attainment in all areas of the curriculum. During the first half term in the reception classes, the local education authority assessment tests are administered to the children. These assessments provide information against which their future progress is measured. Children with special educational needs are identified early and given appropriate support and, if necessary, moved through the stages of the Code of Practice. On entry into the nursery, the attainment of most children is well below the level expected of children of this age especially in literacy and numeracy skills. On transferring from nursery to the reception classes, the children's attainment is below the levels expected as verified in the results of the assessments. By the age of five, most of the children have made good progress overall, but their attainment in language and literacy remains below expected levels. They attain the desirable outcomes for their personal and social development, mathematics, knowledge and understanding of the world and in their physical and creative development.

87 Personal and social development

82 On entry to the nursery, most children's personal and social development is well below the level appropriate for their age. On transferring to the reception classes, their attainment is below expected levels. However, by the age of five, the majority of the children attain in line with national expectations, thus making good progress in this area of development. Staff in both the nursery and reception areas have high expectations of the children's behaviour and they respond accordingly. The children learn to work as part of a group and the school's ethos and strong commitment to caring for each other help them to become increasingly aware that their actions can affect other people. They learn to identify with the feelings of others, for example, in stories about Diwali, and they understand the need to be helpful and kind. The children handle resources with care and show respect for their environment. The majority are keen to participate in communal activities and are learning to collaborate well in group work. They are encouraged to take responsibility and enjoy being helpers at snack time and when tidying the classroom. Smiley faces, together with praise from staff, promote self-esteem and confidence. The majority are able to dress themselves and independence is encouraged. The children are well behaved and relationships between staff and pupils are good.

83 In language and literacy, children enter the nursery with very low levels of attainment. However, through good teaching and well-organised, purposeful activities, the majority of pupils make good progress and by the age of five a third of the children reach the level expected of children of this age. Two thirds, however, remain below the level expected. The children listen attentively to stories and poems and try hard to express their ideas in small group discussions. The majority of children are confident and attempt to talk to adults although most have limited vocabulary. For example, during an Autumn walk, nursery children were able to describe the colours of the leaves and berries and express their thoughts about the falling of the leaves, using short sentences such as “They went brown”, “They were old”, and “They just died”. The children in both nursery and reception classes show a great interest in books and handle them with care. Pre-reading skills are taught well and children enjoy using the book collections and sharing books with adults. The higher attaining children in reception classes use phonic skills to decode words and make good progress in reading. From the earliest days, all opportunities are used to encourage the children to recognise and, ultimately, write their own names, for example, when they register themselves at the start of sessions in self-registration. Opportunities for emergent writing are many, for example, in letter writing at the nursery Post Office. Reception class children hold their pencils correctly and higher attainers are able to write some letters of the alphabet and recognise those letters in books. Two qualified full-time nursery nurses give very good support in this area of learning. Other specialist support is available, for example, a speech therapist and a teacher for children who have English as an additional language. Assessment is thorough and used to plan the future needs of individual children.

84 Children’s attainment in mathematics is poor when they join the nursery. However, they make very good progress in the nursery and reception, and by the age of five the majority attain the desirable learning outcomes for this area of learning. Children acquire number skills through counting games, rhymes and songs. This learning is supported by a variety of practical experiences in sand and water, and through activities in the home corner, structural apparatus and mathematical puzzles. The children in the nursery can sort objects for shape, size, texture, and colour and know the differences between ‘large and small’, and ‘full and empty’. The use of mathematical language is encouraged both orally and in displays. By the age of five, the majority of the children can count confidently to ten and recognise those numbers. The higher attainers can recognise numbers beyond ten, match numbers and shapes using puzzles and the computer and write numerals correctly. Opportunities are used to reinforce number concepts during registration, at snack times and when tidying up. The majority of pupils show confidence in this area of learning in oral sessions and interact well with each other and their teachers. Teachers and support staff give good support to children, including those with special educational needs, during individual and group mathematical activities.

85 Attainment in knowledge and understanding of the world is poor when the children enter nursery. Good progress is made and the majority attain in line with the desirable outcomes by the time they are five years old. The children learn about their homes, families and their environment. Some can describe their houses and express what they like and dislike about where they live. They can also recognise different types of homes. There are opportunities for children in both the nursery and reception classes to use constructional apparatus and toys and the majority of the reception children can carry out basic operations on the computer. They can recognise and understand signs and symbols such as ‘Post Office’, ‘Danger’, and ‘No Entry’. They learn and appreciate how other cultures celebrate their special occasions, for example Diwali. In both the nursery and reception classes, the children develop technological understanding through opportunities for model-making with a variety of construction kits and appropriate tools. Nursery children are able to make a graph of the colours of their own front doors and appreciate a poem about them. This is one example of many links with numeracy and literacy in this area of learning.

91 Physical development

86 By the age of five, attainment in physical development for most children is in line with national expectation. Fine motor skills are developing well and the children make good progress in using pencils, scissors, crayons, felt tips and constructional toys, for example, lego. They learn to throw, catch and play imaginatively and skilfully with balls, beanbags and hoops. The children listen to instructions carefully and are developing an awareness of working with other children and sharing apparatus. Both the nursery and reception classes have use of a climbing frame and large apparatus in the spacious Key Stage 1 hall. A range of bicycles, scooters and other large mobile toys are available for nursery children within their own secure play area. The reception classes lack such facilities, but there are plans for them to have access to similar outdoor equipment in the near future. Reception classes share an outside play area with Key Stage 1 pupils. The children are confident when using apparatus and staff support them well.

92 Creative development

87 Attainment in creative development is in line with national expectation for the majority by the age of five. Opportunities are provided for painting, modelling and collage work using a variety of media. The children control paint brushes, glue sticks and other tools as well. They are confident using paint, clay, pastels and crayons. The results are displayed attractively, enhancing the children's spiritual and cultural development. For example, the colourful collage of leaves, carefully arranged by children in the nursery, and the colourful display of the children's work in pattern making relating to Diwali enriches the children's surroundings. Music corners are provided in both the nursery and reception areas and the children learn to care for and play percussion instruments. They can beat or tap rhythms and recognise fast and slow beats. Imaginative rôle play is encouraged, for example, in acting out stories, or in the home corners. There are opportunities for cooking and activities in the sand and water areas help the children to work imaginatively. Many experiences and opportunities are available to develop and enable children to express their feeling and ideas in creative ways in both the nursery and reception classes.

88 All the children under five benefit from the curriculum provided in the nursery and reception classes. The teaching is never less than satisfactory and for the most part is good for all areas of learning. Effective liaison between the nursery and reception class staff ensures that curriculum planning is thorough and a wide range of purposeful learning activities is provided. The headteacher, nursery and reception staff work together as a mutually supportive team for the benefit of the children. Assessment procedures are good and records of achievement are kept. The staff have regular meetings and are supported by the curriculum co-ordinators from Key Stages 1 and 2. Parents are encouraged to visit and help in school and teaching and support staff provide a welcoming environment for them. In addition to informal meetings, there are two parents' evenings each year. An open day is held annually and a formal written report sent to parents once a year. The accommodation is spacious and the learning resources are plentiful except for wheeled toys for reception. Access to large outdoor apparatus is limited for the children in the reception class. Continuity and progression for the children as they move from the nursery to the reception classes is well-organised and one of the nursery staff has transferred with the children to the reception area this year, thus further promoting good liaison between the nursery and reception classes.

ENGLISH, MATHEMATICS AND SCIENCE

English

89 In the statutory tests in 1999, the pupils' attainment at the age of eleven was

- * well below the national average;
- * broadly in line with the national average for similar schools.

90 The inspection findings indicate that attainment is below the national average, an improvement on the 1999 tests, although they are still not high enough.

- 91 In the 1999 statutory tests for pupils at the age of seven, their attainment was:
- * below the national average in reading;
 - * above average when compared with similar schools;
 - * well below the national average in writing;
 - * broadly in line when compared to similar schools.
- 92 The inspection evidence broadly reflects these results.
- 93 National Test results for Key Stage 2 between 1996 and 1998 show the school making unsatisfactory progress with below national averages. National Test results for Key Stage 1, over the same period of time, show satisfactory progress in reading and writing with best progress in 1997. In 1998 standards in writing declined. The national tests show the performances of boys and girls to be the same.
- 94 Throughout the school, provision is well-organised for pupils with special educational needs. They have individual targets for improvement which are closely related to those in their education plans. At both key stages, pupils on the special educational needs register and those with English as an additional language make at least satisfactory progress. Progress is good when they receive support in the classroom which concentrates on their particular needs.
- 95 By the end of Key Stage 1, standards in speaking and listening are below national expectations. Listening skills are more developed than those for speaking. Progress is good in relation to the pupils' prior attainment. Pupils have satisfactory listening skills but many lack the vocabulary to express their ideas clearly in sentences. They understand teachers' explanations during the 'Literacy Hour' and join in class discussions. Apart from a few higher attaining pupils, the pupils do not speak consistently in sentences or have the vocabulary to express ideas or build on those of others. Higher attaining pupils know that certain situations require more formal language. Although lower attaining pupils make good progress in developing their confidence and vocabulary in order to respond to what they hear, many have difficulty expressing new ideas during English lessons and in other subjects
- 96 By the end of Key Stage 2, attainment in speaking and listening is below national expectations except for a minority of higher attaining pupils. The pupils make sound progress overall in speaking and listening. As they go through the key stage, most increase their ability to consider thoughtfully the ideas of others. A few lower attaining pupils make unsatisfactory progress to the end of the key stage, because they find listening to others difficult. By the end of Key Stage 2, during class discussions, the pupils show they know the difference between speaking in formal and informal situations. The 'Literacy Hour' has improved speaking skills and by the end of the key stage the pupils draw upon a widening vocabulary to express ideas. Some higher attaining pupils have good listening skills and during discussion respond in ways which capture and hold the attention of listeners.
- 97 By the end of Key Stage 1, attainment in reading is rising and moving closer to national averages and the pupils make good progress. Higher attaining pupils have good library skills: they use contents pages and the index to find information. The pupils recall stories read and explain why they like one part of a story more than another. They read fluently and accurately and they sound out letters of unfamiliar words to establish meaning. The pupils of average attainment have many of the skills of higher attaining pupils, but do not read as accurately. They are less confident in splitting up unfamiliar words to establish meaning and they lack skills in expressing opinions about what they have read. Lower attaining pupils know how books are organised, identify the author and publisher and understand that some books are divided into chapters. They recognise most letters and their sounds and read simple sentences with help. They recognise their names and other familiar words such as 'Mummy and Daddy'. Whilst progress for these pupils is good in recognising the sounds of most letters, some make unsatisfactory progress in using this knowledge to read common words unfamiliar to them.

- 98 By the end of Key Stage 2, attainment in reading is below the level expected nationally. Lower attaining pupils read hesitantly, do not identify main points in fiction and non-fiction texts and do not know the meaning of some frequently used words and phrases. Progress for lower attaining pupils is slow and is hampered by lack of skills in sounding out words, in paying attention to full stops and commas and in reviewing what they have read to clarify understanding. Progress for average and higher attaining pupils over time is satisfactory. They make sound progress in using knowledge of the alphabet when using a thesaurus and dictionary and by the end of the key stage locate and utilise information in non-fiction books. Most, however, do not progress well in reading fluently and accurately texts of increasing demand and in understanding the main points in text in order to explain clearly what they have read. By the end of the key stage, most of the pupils have grown in confidence in using a range of strategies to establish the meaning of text and they progress well in forming opinions of characters. Higher attaining pupils read demanding text fluently. They quickly extend study skills when gathering and using information from a variety of sources. The main weaknesses for higher and average attaining pupils are in exploring the author's ideas and themes and reaching clear conclusions about character with close reference to the text. Although a few higher attaining pupils reach standards which exceed national expectations, their main weakness is lack of knowledge of how language creates mood and feeling and in identifying different layers of meaning and commenting on their significance.
- 99 By the end of Key Stage 1, attainment in writing is below national expectations. Inspection evidence shows recent good progress in relation to their prior attainment. By the end of Year 2, pupils of average attainment punctuate well, although some do so with help, and higher attainers write simple sentences confidently using full stops and capital letters. By the end of the key stage, higher attaining pupils, and some pupils of average attainment, write short, simple stories with correct punctuation. The main weaknesses are spelling and handwriting for lower attainers and the narrow range of vocabulary for most pupils which limits their ability to use words in interesting ways. Progress for lower attainers is hampered because of difficulties sequencing and developing ideas. Whilst most pupils have sound knowledge of verbs, nouns and adjectives they are not used consistently well when writing. Spelling of everyday, simple words is also a major weakness but recent progress is good, especially for lower attaining pupils. In Year 1, pupils know about full stops and capital letters and a few higher attaining pupils explain what a digraph is. Throughout Key Stage 1, pupils make good recent progress in pronouncing the sounds of groups of letters so that they can put them together to help them to spell.
- 100 By the end of Key Stage 2 there is recent good progress in writing but attainment is below the expected level. There is an inconsistent pattern of progress through Key Stage 2. Throughout the key stage, pupils do not consistently draft and redraft work to make a final, best copy. In Year 3, pupils make good progress in joining letters and producing neat handwriting. Although spelling continues to be weak, progress is good. In Years 3 and 4, pupils make good progress in extending their vocabulary and using words imaginatively in stories and poems. However, lower attaining pupils do not always form letters well and handwriting is not consistently in a straight line, although by the end of Year 4 they make good progress in these skills. In Year 5, progress is unsatisfactory at times for most pupils. Whilst progress is satisfactory in knowing different styles of writing and spelling rules, it is unsatisfactory in handwriting, in extending vocabulary to develop and sustain ideas and in knowing and using verbs, adverbs and adjectives. Progress improves in Year 6. It is good for the majority of pupils, especially in handwriting, organising work, spelling unfamiliar and long words, and in using imaginative language when writing at length. Lower attainers make good progress in extending their vocabulary, spelling and in writing for different purposes. By the age of eleven, the pupils write in sequences of sentences to extend their ideas. Sentence structure is usually correct. Punctuation is used accurately. Most pupils have not yet developed their writing skills to extend meaning beyond the literal.

- 101 Throughout the school pupils want to learn and most behave well. When faced with demanding work and teaching conducted at a challenging pace, they respond cheerfully. When work is undemanding, some pupils' attention wanders, but most get down to work straight away, concentrate for the whole lesson on what they are doing and take a pride in their work. In Key Stage 2, some pupils find taking turns to answer questions difficult. Often a few call out answers which interrupts the learning of others. However, most eagerly participate in discussions and answer questions during whole-class teaching. When they are praised for doing difficult work well, their faces beam with pride and they try even harder. This was seen when Year 1 pupils listened with great excitement to their voices on a tape when telling the story of the Little Red Hen. A Year 2 class strained their arms in the air to answer questions about a story, and they spontaneously applauded the good work of others before swiftly settling to work. A group in a Year 4 class worked with the teacher to write a poem in the shape of a snake and they proudly shared their work with an admiring class. A Year 6 class was alive with the quiet hum of pupils in deep concentration as they wrote about Oberon and Puck when studying Shakespeare's 'A Midsummer Night's Dream'.
- 102 Throughout the school, the overall standard of teaching is good. Just over 9 out of 10 lessons are at least satisfactory and 6 out of 10 are good. All of the teaching is good in Key Stage 1 and the one unsatisfactory and the one very good lesson observed was in Key Stage 2. Most teaching in Key Stage 2 is satisfactory. In the good lessons, these are characterised by high expectations, a brisk pace, the sharing of clear learning targets with pupils to ensure they understand them, with checks that they are being met in the lesson and when marking work. Information gathered is used to monitor progress, assesses attainment and inform planning so that demanding work matches the varying attainment of the pupils. The pupils' behaviour is skilfully managed with good use of praise and rewards to encourage best behaviour. Subject knowledge is thorough and lessons end by involving pupils in reviewing their learning. Teaching which is less successful lacks skills in managing the behaviour of some pupils. Unsatisfactory teaching is characterised by unchallenging work because expectations are low. This leads to time not being used well, work set which is not demanding enough and some pupils not receiving the attention they need. Even satisfactory teaching sometimes lacks high expectations. Too often work is not finished in these lessons. Most teachers do not use the pupils' developing literacy skills to support their learning in other subjects, especially in Key Stage 2.
- 103 The school has implemented the National Literacy Strategy successfully which has made a positive contribution to raising standards, as has the newly-developed policies and curriculum guidance. These provide, in exemplary fashion, a clear sense of direction with practical strategies to raise attainment. The hard-working and knowledgeable co-ordinator is committed to raising standards and has contributed significantly to the implementation of recent initiatives. The co-ordinator and the head teacher analyse national and school tests to focus teaching onto areas of weakness and set targets for every pupil. As a result, writing is improving throughout the school. There has been much investment in literacy resources, particularly in new fiction and non-fiction books, all of which are carefully managed. Each class has a well stocked library of books matching the demands of literacy lessons and topic work in other subjects. The well used library in Key Stage 1 contributes significantly to recent good progress in literacy. There are well-advanced plans to mix CD/Rom computers with library books at Key Stage 2 to increase study and research skills. Best practice in the use of reading records has yet to spread throughout the school. Too often records show only what the pupils have read and provide little advice for parents or pupils about how to improve learning.

Mathematics

- 104 In the statutory tests in 1999, the pupils' attainment at the age of eleven was:
- * well below the national average;
 - * broadly in line with the national average for similar schools.
- 105 The inspection findings indicate that although attainment has risen to below the national average, an improvement on the 1999 tests, standards are not high enough. Taking the three years 1996 – 1998 together, the pupils' performance at eleven years of age was well below the national average.

- 106 In the 1999 statutory tests for pupils at the age of seven, their attainment was:
- * above the national average;
 - * well above when compared with similar schools.
- 107 The inspection evidence broadly reflects these results.
- 108 By the end of Key Stage 2, attainment is raised to a level where they operate confidently and accurately with numbers in a range of applications. Many pupils understand the early stages of addition, multiplication, subtraction and division by the end of the key stage and are beginning to understand their inter-relationships. By Year 6, the majority of pupils do not use mathematical language of relationships, such as 'multiple of', 'factor of', or 'symmetrical to' with understanding. Knowledge of time, two and three dimensional shapes, measurements and graph work is below that expected of this age group. However, during mental arithmetic activities, pupils give sensible responses, usually accurate, in relation to the questions posed. Most demonstrate satisfactory written computational skills and a generally accurate recall of multiplication tables. The progress made by pupils in Key Stage 2 is satisfactory overall. The pupils in Year 3 develop their knowledge of counting in tens or hundreds to or from given numbers and can measure and estimate within the length of a ruler and record their answers. In Year 4, they learn to identify lines of symmetry and extend their knowledge of two dimensional shapes. In Year 5, they extend their number knowledge to work with numbers greater than a thousand and to measure a variety of different shapes using metre rules and string for curved shapes. In Year 6, pupils study common fractions and learn to recognise them, record them in mathematical notation and use them in simple calculations.
- 109 By the end of Key Stage 1, most pupils have a good recall of number facts and are beginning to apply known rules to new situations, for example, identifying shapes using a computer program. Although some pupils do not yet have recall of number facts, they are able to use apparatus to good effect as an aid to calculation. The majority of pupils have a good knowledge of two dimensional shapes, together with a working knowledge of time and the calendar. Pupils who have special educational needs make good progress across both key stages and are well supported by the school staff.
- 110 The progress of pupils in Key Stage 1 is good. In the lessons seen, pupils in Year 1 used counting rhymes to help learn numbers to 10 and used their knowledge to find all the number bonds which make seven and to work out simple money calculations. In Year 2, pupils count to 100 in ones and in stages of 3, 5, and 10. They measure by simple comparisons – 5 cubes, longer, shorter and the higher attainers can use centimetre rules and record results.
- 111 In both key stages, the pupils use their numeracy skills in other subjects such as science, geography and design and technology. Pupils have good attitudes to the subject in both key stages. Behaviour is satisfactory in lessons overall. Pupils make a good response to the oral part of the lesson and are keen to answer questions. They share equipment and follow routines when tidying away.
- 112 The quality of teaching is always satisfactory, often good and, occasionally, very good in Key Stage 2 and is good overall in Key Stage 1 and satisfactory in Key Stage 2. There is no unsatisfactory teaching. The National Numeracy Strategy was introduced successfully at the start of the autumn term and teachers have worked hard to gain familiarity with its requirements and present them to their pupils. The mental arithmetic component is taught effectively over the school with examples of well-paced and balanced lessons seen over the school. There were, however, instances of teachers devoting either too much or too little of their lessons to this component which prevented pupils receiving the fullest benefit from either the mental arithmetical work or the later developments in the lesson. In the best lessons seen, teachers managed challenging pupils well, had high expectations of pupils' mental and written work and planned in detail the lesson activities. They used their own assessments and the school's formal records to match the work closely to their pupils' needs. The improved planning procedures and emphasis on providing work well-matched to the full range of pupils' attainment have had a significant impact on raising standards.

- 113 Teachers mark their pupils' work diligently and most make constructive comments on how pupils can improve their work. The subject is managed effectively. The school also makes strong efforts to involve parents in their pupils' mathematical work, for example, encouraging a group of parents to come into school and join with their own children to look together at the mathematical work undertaken in Key Stage 1.
- 114 The subject meets statutory requirements. Since the last inspection the school has worked hard to improve its assessment systems and the teachers' assessments in 1999 were much closer to the statutory test results at the time of the previous inspection.

Science

- 115 The results of national tests for eleven-year-olds in 1999 indicate that the percentage of the pupils who reached the expected level was:
- * very low when compared with most schools nationally;
 - * well below in comparison with similar schools.
- 116 Taking the three years 1996-1998 together, the pupils' performance was very low in comparison with the national average. Evidence gathered during the inspection however, indicates a significant improvement in attainment from the tests in 1999, although standards are still below those found in most schools. There is no marked difference in the performance of boys and girls.
- 117 The results of statutory teacher assessment in 1999 at the end of Key Stage 1 indicate that the percentage of seven-year-olds who reached the expected level was:
- * well below the national average;
- There are no figures for comparison with similar schools at present.
- 118 Inspection evidence judges that standards overall at the end of Key Stage 1 are close to the national average indicating a significant rise in standards from the 1999 tests.
- 119 The last report expressed concerns about the quality of teaching in science and with the level of the pupils' attainment; as a result, these aspects of science formed one of the key issues for action. Teaching has been improved. Inspection evidence demonstrates that the school's focus on the development of investigating and experimenting is successful. Since the appointment of the new headteacher, the school has worked hard to address the issue raised in the last inspection concerning the teaching and attainment in science and is developing the subject carefully and effectively to support the pupils' progress in all aspects of the subject. Whole-school topic planning is thoughtfully designed to give full coverage of all attainment targets in two-year cycles. Good attention is given to providing relevant opportunities for the development of investigative skills. The results of the implementation of these plans are beginning to be reflected in the pupils' progress. Review and further development are continuing with team teaching and classroom observation by the curriculum co-ordinator planned for this term.
- 120 The majority of the pupils make good progress in Key Stage 1, where the influence of the curriculum co-ordinator is particularly strong. Progress in Key Stage 2, whilst sometimes slowed down by inappropriate teaching strategies and inattentive behaviour, is satisfactory overall. The progress of the pupils with special educational needs is good when they receive additional support in lessons. The higher attainers do not consistently receive enough challenge in the tasks set and do not make the good progress of which they are capable.

- 121 In Key Stage 1, the pupils respond enthusiastically to opportunities to explore and investigate. In a topic on 'Our Bodies', the pupils in Year 2 consider questions such as, 'Do the tallest people have the longest legs?', or, "Can the biggest hand hold the most things?". In class discussion, they identify practical ways of finding out the answers to their questions. They carry out tests carefully in groups and draw sensible conclusions from their work. The majority have some understanding of how they might make their tests fair. In Key Stage 2, the pupils in Year 6 were observed working on a topic about The Earth and Beyond. Almost all showed understanding of the relative orbits of the earth, moon and sun, and their use to measure time here on earth. They carried out investigations effectively to demonstrate the phases of the moon. Pupils in Year 2 understand the need for fair testing and by Year 6 they understand that changing one variable and gauging its effect is a fair test.
- 122 The pupils' attitudes are satisfactory overall. In Key Stage 1, in particular, the pupils listen carefully to their teachers and work collaboratively in groups when eagerly pursuing an investigation. There was evidence of good behaviour in Key Stage 2. For instance, in one Year 6 class, the pupils are very keen to join in discussions and thoughtful in asking questions. They appreciate the contributions of others and are confident to demonstrate. A significant minority of the older pupils in Key Stage 2 display unsatisfactory attitudes to work, however, they have difficulties in sharing and looking after equipment. They demand too much of the teacher's time and hinder the progress of others.
- 123 The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. In six out of nine lessons observed, it was satisfactory. In one lesson, in Key Stage 1, it was good and in two lessons, one in each key stage, it was very good. There is no unsatisfactory teaching. Most of the teachers have secure knowledge of the subject and plan their work thoroughly in line with the school's systems, in the long, medium and short-term. The objectives are made explicit to the pupils at the beginning of each lesson and clear targets for learning are established. Whilst good coverage of the subject is achieved, planning does not always take account of the full range of attainment in each class and potential higher attainers are sometimes not sufficiently challenged to make good progress. In Key Stage 1, the teachers' expectations of attainment and behaviour are high and the purposeful working atmosphere created, is conducive to good progress. In Key Stage 2, however, this is not always the case and in some classes, the pupils are not fully challenged to produce of their best. Some teachers' management strategies at the upper end of the key stage, are not always successful in maintaining the attention of all of the pupils and of creating a good climate for learning. Throughout the school, the non-teaching assistants are well informed and appropriately deployed. They usually, support the lower attaining pupils. Homework sometimes contributes to topic work, but is used inconsistently across the school. In the very good teaching at the end of each key stage, explanations are clear and concise, and there is a brisk pace to the well-planned activities. For instance, the way the pupils in Year 6 acted out the orbits of the sun, moon and earth contributed greatly to their understanding. The teacher's knowledge of the pupils' attainment is precise and lessons build on what the pupils already know. The pupils' ideas, observations, and even their mistakes are used sensitively to make teaching points. Plenary sessions are strictly focused and used effectively to consolidate and extend learning.
- 124 Whilst there are some good instances of the use of information technology to support learning in science, such as in researching for information on the solar system, insufficient use is made of systems to record and collate information or to monitor and control investigations. The subject makes a good contribution to the pupils' literacy development in providing opportunities for a range of factual writing from note taking to recording and reporting experiments, and for the purposeful practice of reading skills. Numeracy skills are developed through measuring and weighing activities and in the recording of information in tables and graphs. Overall, the pupils' spirituality is well developed in science. The excitement of seeing their experiments work as when making a bulb light up and thoughtful studies, for instance, of the solar system provide opportunities for reflection and wonder. Regular opportunities to work co-operatively in groups, to share opinions and equipment support the pupils' social development.

- 125 The curriculum co-ordinator is knowledgeable and enthusiastic and provides good support for the teachers in their planning. The after-school club, organised by the curriculum co-ordinator involves the pupils and the parents in a successful learning partnership.

OTHER SUBJECTS OR COURSES

Information technology

- 126 The attainment of pupils at the end of Key Stage 1 is in line with national expectations and at the end of Key Stage 2 pupils' attainment is below national expectations.
- 127 The key issues identified at the time of the last inspection included a lack of teacher expertise, a lack of systematic development of computer knowledge, a lack of links to other curriculum areas and attainment at the end of both key stages was below national expectations. The school has addressed successfully the lack of teacher expertise through in-service training and more will be available under new government initiatives. The co-ordinator has recently adopted a new policy and scheme of work which provides teachers with systematic planning for the subject. Links with other curriculum areas are not strong but are developing especially in English, mathematics and science. A classroom assistant with expertise in information technology has been appointed to work with pupils throughout the school.
- 128 The attainment of pupils at the end of Key Stage 1 is in line with national expectations. The pupils engage in sufficient activities on the computer that relate to and reinforce learning in other subjects to communicate ideas and most use both the keyboard and mouse confidently. Pupils were seen using programs to develop their knowledge of mathematical shapes and to explore line and colour in art. They also have opportunities to control a programmable toy.
- 129 The attainment of pupils at the end of Key Stage 2 is below national expectations. The area of communicating and handling information is in line with expectations for the majority of pupils; for some who have a computer at home it is higher. Most pupils understand how to word process and can enter, save and retrieve and print text.
- 130 During the inspection, the pupils were also seen changing font sizes and styles. Some have a basic understanding of handling data and have used it to produce simple graphs. However, opportunities to develop skills in using information technology to control or monitor events or to use it to model different situations are under-developed. Attainment in these areas is low and overall brings attainment in information technology to below that expected for their ages. Pupils generally use correct terminology and develop a good awareness of the applications of information technology.
- 131 Pupils make good progress in Key Stage 1. They gain increasing knowledge and independence in the use of information technology for a range of purposes such as word processing and basic control activities. At Key Stage 2, progress is satisfactory overall, although they do not currently gain the knowledge or skills to control or measure events, or model different situations. Their progress is satisfactory in the areas of handling information where pupils progressively acquire the skills to enter, manipulate and present information through word processing and basic data handling.
- 132 Pupils gain increasing confidence; some are able to work independently. A group of pupils has undergone training to support other pupils. This has made them a valuable source of support for other pupils. Over the school, pupils felt very positively about information technology and enjoyed their work.

- 133 No unsatisfactory teaching was observed in either key stage. The quality of teaching is very much influenced by the individual teacher's own level of knowledge and confidence and this is better overall than at the time of the last inspection. In Key Stage 1, teaching is satisfactory. Information technology is taught through other subjects and the teachers' knowledge is generally sufficient to teach the subject. In Key Stage 2, specific lessons are taught. The teaching observed was good overall. The co-ordinator's support both informally and through planning is having a very positive effect on raising standards, as is the recent appointment of a classroom assistant with information technology skills who works with each of the classes to promote the subject. The deficiencies in the subject are recognised and action is being taken to address them.
- 134 A specialist teaching room is being created and new personal computers will be installed shortly. The school has recently been connected to the internet and has an e-mail address which pupils can access. Strong supportive links have been developed with representatives and trainers from the local computer businesses and a substantial training and development input, including equipment, is being received. The newly adopted scheme of work is detailed and contains a structured framework for assessment.
- 140 **Art**
- 135 At the time of the last inspection, attainment in Key Stage 1 was judged to be in line with national expectations, but below this level in Key Stage 2. Development of skills and techniques in Key Stage 1 was sound, as was the pupils' knowledge and understanding of the work of artists. The development of skills in Key Stage 2 were developed at too slow a pace and the pupils had insufficient technical language to talk about their work and the range of activities, particularly three-dimensional work, was too narrow. There has been a rise in the standard of the pupils' work in Key Stage 2, since the last inspection.
- 136 Only one lesson was observed in Key Stage 1, but from scrutiny of displays, the pupils' work from last year, photographic evidence and from talking to pupils about their work throughout the school, the inspection findings are that the pupils work at a level appropriate for their age and make satisfactory progress. In the lesson observed, the pupils made clay pots using simple, but effective techniques. On display is evidence of good paper sculpting skills, effective observational drawings of shells, attractive collages made from wool, careful felt-tip pen drawings to illustrate the "Rules", and collages of autumn leaves and seeds in the style of Andy Goldsworthy. These examples provide good evidence of the pupils' developing skills and understanding of the work of artists.
- 137 In Key Stage 2, the pupils work at a level suitable for their age and now make satisfactory progress; and this is an improvement from 1996. Several lessons were observed during the inspection. The pupils in Year 3 further developed their clay work skills by using simple wire tools to work in the style of Barbara Hepworth. This is good progression from the work in Year 2. In Years 4, 5, and 6, the pupils develop their skills in the use of colour with pastel and water-colour pencils, study the qualities of line and tone in images by drawing, painting and studying the work of artists, such as Mondrian, Scully and Nicholson. In Year 6, the pupils were observed learning about variety of line through the use of a range of drawing tools, such as hard/soft drawing pencils, crayons, charcoal and graphite pencils. They made satisfactory progress in producing soft or sharp patterns showing appropriate shading. Work on display indicates steady progression in paper sculpture skills, knowledge of abstract art through the study of Paul Klee and collage work skills in the style of Ellsworth Kelly. In the sample of work from last year, there was evidence of good progress in three dimensional work in Year 5 with structures in the style of Giacometti. Pupils with special educational needs make good progress throughout the school as a result of the effective support provided in lessons.
- 138 The pupils in both key stages show a keen interest in their lessons and are eager to start their tasks. Most take a pride in their work and are willing to talk about it. They enjoy the practical element and work with concentration and care, sharing materials amicably.

- 139 The quality of teaching is satisfactory at both key stages. The teachers now feel more confident in teaching art than at the time of the last inspection. Most of the teachers are well-prepared and organised. They give clear instructions and interesting introductions to lessons. Good use is made of time and resources. The pupils are kept on task and class control is effective. In Key Stage 1, there is evidence that art work is used to good effect to develop the pupils' understanding of other cultures. However, teaching could be improved in the minority of lessons. In one unsatisfactory lesson in Key Stage 2, the introduction was too hurried and no visual aids were provided to help the pupils understand the nature of their task. As a result, the pupils were unclear about what they had to do. In another lesson, although satisfactory overall, the example provided by the teacher on the blackboard did not match her requirements of the pupils' work and led to confusion on how the activity should be tackled. There is no assessment of the pupils' work, other than photographic evidence and samples of work kept.
- 140 The newly-implemented scheme of work achieves a good balance between opportunities for the acquisition of skills and techniques and the development of knowledge and understanding of the work of artists. These two requirements of the art curriculum are particularly well combined to enable the pupils to make sound progression. The development of the scheme has also resulted in teachers having a more secure knowledge of what should be taught and when.
- 141 Resources have been developed since the last inspection and are well-organised in boxes for each year group for each topic in the scheme of work. The co-ordinator regularly checks the contents of the boxes and orders replenishments. There is an adequate range of information books kept in the staff room. The co-ordinator checks displays around the school, but does not monitor the quality of teaching and learning throughout the school.
- 147 **Design and technology**
- 142 The previous inspection report in November, 1996 judged standards of attainment in Key Stage 1 to be in line with national expectation, but no judgement was made with regard to Key Stage 2. Key Stage 2 pupils were judged to have made progress, but were not always sufficiently challenged and they sometimes under-achieved. The pupils in both key stages now work at a level appropriate for their ages thus showing an improvement in Key Stage 2.
- 143 The pupils at the end of Key Stage 1 can use tools safely, make clear designs and produce models which fit closely to their designs. This was observed in a lesson identifying strengths and weaknesses when designing swings. The pupils can follow and create simple designs when making Christmas cards and concertina books and know how to use joints and axles with construction equipment.
- 144 The pupils in Year 1 are developing design skills in drawing familiar and exotic fruits and can use basic equipment, for example, graters and knives to change the shape of fruit. They attempt to write out a recipe for a fruit salad and are able to express their likes and dislikes and reasons for their choice. The pupils are able, by collaborating with pupils in Year 6, to make books as part of a design and technology and literacy project to highlight the National Year of Reading.
- 145 By the end of Key Stage 2, the pupils can use construction kits effectively and follow written instructions to assemble moving vehicles. They know that an axle allows a wheel to rotate and have a growing knowledge of technical vocabulary relating their tasks to the world of work. For example, a visit to a local building site has been arranged as part of the programme of work involving designing and making moving vehicles. Pupils are able to work effectively from their own design sheets and take photographs of each stage of the project. The tasks for these pupils are challenging and all pupils' skills in both designing and making are satisfactory. Finished products show understanding of the task and reflect the pupils' increasing knowledge and skills. Pupils have opportunities within Key Stage 2 to design and improve a variety of objects, for example, Christmas tree decorations.

- 146 Work is differentiated so that pupils are all suitably challenged. For example, higher attainers work out how to design and make more than one decoration in different types of materials and discover and identify changes needed each time. Lower attainers are able to make a suitable design, select appropriate materials and construct a decoration. Not all pupils have had experience in evaluating their work.
- 147 The pupils, including those with special educational needs, make satisfactory progress in both key stages. Teacher' plans are thorough and progress in pupils' knowledge and understanding is improving as the new policy and scheme of work are implemented. Many new opportunities are being introduced for pupils to acquire new skills and so improve their learning and progress in all aspects of design and making.
- 148 The pupils enjoy practical work and co-operate well. They listen carefully to their teachers and are usually willing to persevere to make an accurate and pleasing product. They are eager to talk about their work, for instance, pupils in Key Stage 2, who were making moulds for chocolate, were able to identify and explain the various steps necessary to achieve the finished product. Pupils at the end of Key Stage 2 talk enthusiastically about design technology tasks they have undertaken, for example in the literacy project when making books.
- 149 The teaching observed throughout both key stages was at least satisfactory with almost half of it being good. One lesson in Key Stage 1 was very good. Where teaching is good it is characterised by a sound knowledge and understanding of the subject and presenting the pupils with a sufficient level of challenge to enable them to make progress. In these lessons, planning is very clear with explicit aims. The full implementation of the new long-term planning gives indications of progression within the subject from year to year. Support staff assist greatly in the lessons and with particular groups. All pupils, including those with special educational needs, are well catered for.
- 150 A new co-ordinator has been appointed during the last academic year and has produced, in conjunction with the staff, a new design and technology policy and scheme of work. New resources have been purchased and already the good planning and leadership of the co-ordinator, plus the enthusiasm and high expectations of the staff, are having a good effect on raising standards in this subject. Assessment is in place, but not yet fully implemented by all staff. There is no provision, at present, for the co-ordinator to monitor teaching and learning in classrooms. Monitoring is through scrutiny of work and discussions with colleagues.
- 156 **Geography**
- 151 Standards of attainment have been maintained since the last inspection and are similar to those in most primary schools. Progress for the majority of the pupils is satisfactory in both key stages but the school has not fully resolved the concerns expressed in the last report concerning the progress of the higher attainers. Progress for the pupils with special educational needs is satisfactory overall and often good when they receive extra support from teaching assistants in class. Time allocation to the subject has been cut due to the pressures on the curriculum, and the volume of work in the subject in most classes is low. There are considerable strengths throughout the school in the development of the pupils' knowledge of Liverpool and the school's immediate locality, and of their appreciation of environmental issues. In Key Stage 2, the pupils' skills in handling maps and their knowledge of the world beyond Liverpool is not so well-developed. Discussions with the pupils in Year 6 revealed that whilst their knowledge of the topics studied is satisfactory, their general knowledge about world locations, for example, locating capital cities, is less secure.

- 152 Good use is made of the local area. The pupils in all age groups are involved in caring for the grounds and in planning and improving the external environment of the school. A garden has already been planted and further development is planned. Following a walk in the neighbourhood, the pupils in Year 1 identify features such as the park and the shops, which they like, and others which they find less attractive. They are able to give reasons for their choice in simple terms, for instance, 'I like the shops'. They have toys in'. The pupils in Year 2 demonstrate good awareness of life in an Indian village. They identify similarities and differences in their day and that of Jyoti, an Indian child. The majority identify physical features on a plan of the village and make a simple colour coded key. They use the map to plan Jyoti's route to school. In Key Stage 2, the pupils in Year 4 talk knowledgeably about the water cycle, and use appropriate language such as source, meander and estuary to describe the progress of a river to the sea. They consider environmental issues such as pollution, when discussing a proposal to build a factory next to the River Alt. The pupils in Year 5 design a park with an awareness of the needs of the whole community. In Year 6, the pupils display good knowledge of local tourist attractions when they consider why people visit the city. They show appreciation of the benefits and drawbacks of tourism for the local population.
- 153 The pupils' attitudes are satisfactory overall. The majority are enthusiastic and confident to explain what they are doing, and describe what they have seen. They sustain concentration well, and co-operate successfully in whole-class sessions and in group work. In Key Stage 2, a minority of the pupils work at a leisurely pace, and talk noisily. This disturbs others and affects progress.
- 154 In Key Stage 1, teaching is good, with an example of very good teaching observed in Key Stage 2. The quality of teaching varies in Key Stage 2 from very good to unsatisfactory but is satisfactory overall. Almost all of the teachers have secure knowledge of the subject, and plan their work in line with the school's two-year cycle of topics. Attention is not given consistently to planning to meet the full range of attainment in each class. This results in a lack of challenge in some classes for the potential higher attainers and slows down their progress. Most lessons have clear focus and the pupils are made aware of what they are expected to learn. Good relationships between the staff and the pupils promote confidence and encourage the pupils to greater effort. Lessons are usually well-organised with an appropriate balance of whole-class and group work. In the very good teaching the teacher's high expectations, clear and concise explanations, together with the provision of relevant first-hand experience, well-matched to the pupils' needs, enabled the pupils to make very good progress. In the unsatisfactory teaching, there was a lack of challenge in the work set, too much time was spent in repetitive explanations and ineffective management of some of the pupils' behaviour resulted in time being wasted.
- 155 The subject makes a good contribution to the pupils' development in literacy, numeracy and information technology. For instance, the pupils' use e-mail to invite an officer of tourism to visit the school. In Years 1 and 2, the pupils are planning to present their work on India or on Liverpool to the pupils in another class. In Year 6, the pupils practise their numeracy skills when using tables of visitor figures to investigate which attractions are most popular. Very good use is made of educational visits to enrich the curriculum.

161 **History**

- 156 At the time of the last inspection, the pupils' attainment in Key Stage 1 was judged to be above national expectations. The pupils had a good understanding of the definition of history and how historical research takes place. They made good progress. At the end of Key Stage 2, attainment was in line with national expectations for knowledge and understanding, but the pupils' skills of historical research were not well understood and progress in that area was unsatisfactory. There were insufficient opportunities for the pupils to develop enquiry and research skills, especially in those classes that have two-year groups.

- 157 The current inspection findings differ from those above for progress over time in Key Stage 1. Progress by Year 2 is unsatisfactory. No lessons were observed, as history is not taught throughout the school this term. Judgements are founded on scrutiny of the pupils' work from last year and from discussions with pupils. There is little evidence in workbooks of progression of knowledge and understanding of important events or people from the past. Although the pupils had studied Boudicca, they could not explain her influence on the Roman invasion or where the Romans had come from. The pupils' sense of the past is vague and they cannot explain ways in which we can find out about the past.
- 158 In Key Stage 2, the pupils make sound progress overall. By the end of the key stage standards are appropriate for the pupils' ages and abilities. They are developing a sense of chronology, extending their knowledge of historical events and acquiring skills to find out about life in earlier times. No lessons were observed, but the pupils' work from last year was scrutinised and discussions held with a group of pupils in Year 6. They can talk knowledgeably about the work they undertook last year and in previous years. They recall previous work well, particularly when it included field trips.
- 159 The pupils in Key Stage 2 show enthusiasm when talking about their work and they say that they enjoy their history lessons and "finding out about what happened a long time ago". The pupils in Key Stage 1 have difficulty in remembering what pupils learn about in history.
- 160 The quality of teaching is unsatisfactory in Key Stage 1. Although there is a sound scheme of work, short-term planning for the subject does not provide sufficient opportunities for the pupils to learn about important people and events or to develop understanding of the ways in which we find out about the past from a range of sources. The short-term planning does not give sufficient detail of how the work is planned to meet the needs of the wide range of age and ability groups in the mixed-age classes. In Key Stage 2, teaching is satisfactory. There is evidence in planning of a range of activities which promote knowledge and understanding and learning from a range of sources. No staff have had in-service training in the past three years.
- 161 The school has spent a considerable amount on resources for the subject. Each topic in Key Stage 2 has sufficient resources for the whole key stage to undertake the work, for example, text books, library books and video recordings. There are no CD ROM computers to support the pupils' learning. There are a limited amount of artefacts to provide pupils with direct experiences.
- 162 Good use is made of field visits to extend the pupils' understanding of specific periods. The pupils visit Liverpool Museum when studying the Ancient Greeks or Egyptians, to Chester for the Roman Occupation and Styal Mill for work on the Victorians. Speke Hall is used effectively for life in Tudor times. These experiences significantly promote the pupils' progress.
- 163 The co-ordinator has drawn up a sound scheme of work for both key stages but, for Key Stage 1, there is too little detail of how the pupils in mixed-age classes will receive appropriate coverage of the subject or of which skills will be taught to all pupils and when. There are no assessment procedures in place.
- 169 **Music**
- 164 In the 1996 inspection report, music was judged to be satisfactory at Key Stage 1, but largely unsatisfactory at Key Stage 2. Teaching was similar. The last report indicated that the subject needed leadership and that there was no policy or scheme of work. These issues have been addressed. There is now a policy and scheme of work, and a new co-ordinator was appointed in May 1999. At the end of both key stages, the pupils now work at a level appropriate for their ages.

- 165 Pupils in both key stages follow the Silver Burdett Scheme, which covers all the key aspects of music, supplemented by teachers' own work arising from in-service training. Pupils in Key Stage 1 can distinguish between high and low notes and are developing an understanding of pitch and rhythm. They can name tuned and untuned percussion instruments and are learning to hold and play them correctly. Most pupils can clap a rhythm accurately, recognise the long and short notes in a rhythm pattern of crotchets and quavers and devise their own rhythmic patterns. They can sing songs from memory and enjoy performing for their peers and parents. Their singing lacks precision and good phrasing, but not enthusiasm!
- 166 In Key Stage 2, pupils produce their own compositions using instruments to illustrate a song or the mood of a piece. For example, one class was able to describe, musically, a journey into space by using the instruments to depict: 'countdown', 'blast off', 'the flight' and 'the landing', joining the phrases together to make a complete composition. Each group completed the task and recorded their performances. By the end of the key stage, pupils have experience in singing a variety of songs in different styles; for example, folk songs, lullabies and ballads. They are confident in performing and are learning to evaluate their work, proposing changes for improvement. Singing is the weakest element throughout the key stage. The singing heard in some lessons and assemblies often lacked expression and rhythm.
- 167 The pupils make, overall, satisfactory progress in both key stages. They are increasing their understanding and knowledge of instruments and are using the instruments to produce increasingly complex compositions as they pass through the key stages. There are many cross-curricular links; for example, in geography, where pupils compose music to illustrate the water cycle. The pupils listen to a variety of orchestral music during assemblies and are increasing their understanding of a range of musical styles and composers.
- 168 The pupils' response to music in both key stages is good. In Key Stage 1 they respond enthusiastically in lessons and co-operate eagerly when working in pairs or groups. They enjoy listening to each other's performances and take a pride in their peers' achievements. The pupils in Key Stage 2 pupils respond to and evaluate each other's compositions fairly and constructively. They are becoming sensitive to the moods and emotions of music and can describe their thoughts and feelings about a specific piece of music graphically and imaginatively; for example, when listening to the final verse of "Cockles and Mussels" being sung quietly and sadly, the pupils expressed their ideas with phrases such as, "you get a ghost-like feeling", "it is as if she is drifting away - like on the Titanic". There is a small recorder group and a choir is formed for special occasions such as singing to the senior citizens or joining with other schools in joint concerts.
- 169 The quality of teaching ranges from satisfactory to very good. It is satisfactory overall. Lessons are well-prepared and long-term planning covers the programmes of study. Most teachers are not music specialists. Opportunities are sometimes missed to extend and develop the pupils' understanding; for example, with regard to musical terms and vocabulary and in asking more challenging questions. A visiting teacher takes the reception classes each week and the formation of an orchestra or instrumental group is in future planning. Staff have recently had inservice training for music and this has increased their confidence in teaching the subject.
- 170 Resources are sufficient and are easily accessible for all staff. The new co-ordinator is keen to improve music throughout the school and the policy and scheme of work are implemented. Monitoring of the teaching of the curriculum does not yet take place. Whilst the basic music scheme covers year-by-year progression, the curriculum document, arising from the in-service training, does not. Therefore, some pupils might repeat particular elements unnecessarily. Opportunities for pupils to explore and develop their musical skills through movement and drama are few, as all lessons take place in the classrooms where space is limited. Information technology has not been incorporated into the music scheme, but it is in the planning.

176 **Physical education**

- 171 Only one lesson was observed in Key Stage 1 and evidence upon which judgements are based was obtained from teachers' planning, discussions with a class teacher and the co-ordinator.
- 172 At the time of the last inspection, the pupils' attainment at the end of both key stages was in line with national expectations. The pupils in both key stages, as indicated in the current inspection, work at levels appropriate for their ages.
- 173 By the end of Key Stage 2, most pupils swim 25 metres safely unaided using a variety of strokes. In games, they understand and play small team games. The pupils make satisfactory progress in using tactics of defence and attack during football, netball and basketball. During warm-up sessions at the beginning of lessons they use gymnastic skills soundly when changing direction, speed and shape. Good progress is evident in Year 4 classes. These pupils understand how certain muscles need to be prepared for exercise and they draw upon lessons learnt in science to explain what is happening to the heart during physical exercise. In Year 5, progress is unsatisfactory in sending, receiving and controlling a moving ball and they do not fully appreciate the importance of warm-up exercises before being involved in physical exercise. In Year 6, the pupils make good progress in controlling, sending and travelling with a ball using their feet or hands. They reflect upon their work well and make satisfactory progress to improve their performance by adapting the rules during team games in order to improve their skills. Overall, progress is satisfactory in Key Stage 2.
- 174 By the end of Key Stage 1, pupils make satisfactory progress in catching and sending a ball. They run, chase and dodge and make satisfactory progress in their awareness of each other and space, when doing these activities. The pupils progress satisfactorily when performing actions using feet and hands when turning, running and jumping. A Year 1 class linked a series of activities well during a lesson which used a story to combine dance and gymnastics. They progressed well in performing patterns and in expressing feelings as they interpreted the story.
- 175 Throughout the school, most pupils enjoy their lessons and when swimming, they participate enthusiastically. When given opportunities to work in groups they co-operate well and involve sensitively, others with less skill. They work hard and when given the opportunity, reflect on their performance in order to improve. They have a sense of fair play. When challenged by activities which match their skills, they behave well, but a few lack concentration if not given clear instructions and targets to meet.
- 176 The quality of teaching is satisfactory overall with some good teaching observed in both key stages. One unsatisfactory lesson was seen in Key Stage 2. When teaching swimming, good use is made of an experienced, qualified assistant. Where subject knowledge is good, lessons have clear learning objectives with well-planned activities to involve and challenge pupils of varying skills. Best teaching makes good links between lessons learnt in science about health education and physical education. In the unsatisfactory lesson in Key Stage 2, there were no learning objectives and opportunities were missed for pupils to demonstrate their skills to others and to allow reflection to improve performance. The school has purchased a set of commercially produced policies which provide satisfactorily guidance when planning. The teachers plan well together in year groups and work hard to develop the pupils' skills. There is as yet no curriculum guidance which matches the particular needs of the school so that pupils' skills are developed systematically over time.
- 177 The co-ordinator has yet to develop fully the documentation to support his colleagues' planning. The school uses very well the skills and interests of non-teaching staff and people from the community to help teachers organise team games. The school football team comprises boys and girls and has been very successful. The resources are satisfactory and the school makes good use of its swimming pool. There are unsatisfactory resources to teach gymnastics.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 178 The inspection was undertaken by a team of six inspectors, who spent a total of 25 inspector days in school.
- 179 During the inspection:
- * the team observed 92 lessons over a period of 64 hours;
 - * they listened to 42 pupils from across all year groups reading their books and many other pupils reading their work;
 - * samples of pupils' work were inspected in every class;
 - * samples of work and documentation for all pupils on the school's register of special educational needs were inspected;
 - * playtimes and dinnertimes were observed;
 - * discussions were held with pupils, members of staff, parents and governors;
 - * a parents' meeting was held and was attended by 10 parents;
 - * forty six parents responded to a questionnaire summarising their views of the school;
 - * the school's improvement plan, school policies and other documents were examined;
 - * the school's attendance registers were checked;
 - * the financial documents were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	269	9	104	186
Nursery Unit/School	13	0	13	n/a

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	14.4
Number of pupils per qualified teacher	18.6

Education support staff (YR – Y6)

Total number of education support staff	8.5
Total aggregate hours worked each week	260

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	13

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	35

Average class size:	22.4
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Financial data

Financial year:

1999

	£
Total Income	632,047.00
Total Expenditure	651,656.00
Expenditure per pupil	1,883.00
Balance brought forward from previous year	74,161.00
Balance carried forward to next year	54,552.00

PARENTAL SURVEY

Number of questionnaires sent out:

346

Number of questionnaires returned:

46

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	67	29	2	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	74	20	2	4	0
The school handles complaints from parents well	48	43	7	0	2
The school gives me a clear understanding of what is taught	36	62	0	0	2
The school keeps me well informed about my child(ren)'s progress	46	46	4	4	0
The school enables my child(ren) to achieve a good standard of work	43	52	2	0	2
The school encourages children to get involved in more than just their daily lessons	36	62	2	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39	48	7	2	4
The school's values and attitudes have a positive effect on my child(ren)	42	51	2	2	2
The school achieves high standards of good behaviour	51	40	4	2	2
My child(ren) like(s) school	69	29	0	0	2

Percentages of responses are rounded to nearest integer, the sum may not = 100%
 Percentages given are in relation to total number of returns, excluding nil replies