

INSPECTION REPORT

LISTER DRIVE CP INFANT SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 104555

Acting Headteacher: Mrs J McEwan

Reporting inspector: Mr D S Roberts
1743

Dates of inspection: 3 – 5 March 2003

Inspection number: 246386

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant school

School category: Community

Age range of pupils: 3 to 7 years

Gender of pupils: Mixed

School address: Green Lane
Liverpool

Postcode: L13 7DT

Telephone number: 0151 228 4069

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Appropriate authority: The governing body

Name of chair of governors: Ms S Fryer

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1743	D S Roberts	Registered inspector	English Information and communication technology Art and design Design and technology English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19669	F Kennedy	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17913	B Frost	Team inspector	Mathematics Physical education Areas of learning in the Foundation Stage	How good are the curricular and other opportunities offered to pupils?
17767	S Power	Team inspector	Science Geography History Educational inclusion	
7222	A Watson	Team inspector	Music Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lister Drive Infant School is situated in the Tuebrook district of Liverpool. It moved to newly refurbished accommodation in the Year 2000. The number on roll is currently similar to the average for primary schools. At present, the school provides full-time education for 179 pupils, ranging from four to seven years of age, and part-time education for a further 60 children in the Nursery class. The proportion of pupils entitled to receive free school meals is above the national average, and the attainment levels of children entering the Nursery classes, at the Foundation Stage, are generally below those found nationally. However, the intake represents the full ability range and includes some gifted pupils. Currently, over 23 per cent of the pupils are on the school's register of special educational needs, which is close to that found nationally. Twenty four pupils have specific learning needs, which require external as well as additional school support. Their needs include those for moderate learning difficulties, emotional and behavioural problems, speech and communication difficulties, and hearing and visual impairment. At present, just under eight per cent of pupils are from families belonging to minority ethnic groups, and nearly five per cent speak English as an additional language, which is higher than in most schools.

HOW GOOD THE SCHOOL IS

This is a very good school, which has made excellent progress in improving the quality of the learning environment since its move to newly refurbished accommodation. It takes very good care of its pupils and provides a rich and relevant curriculum. The teaching is of very good quality and at times outstanding. It is particularly successful in giving children a very good start to their education and in enabling them to make very good progress in developing literacy and numeracy skills. The school is highly effective in creating a welcoming and supportive atmosphere, and places strong emphasis on the all-round as well as the academic development of the pupils. Much care is taken to challenge all pupils, taking full account of their needs in terms of gender, race, background and ability. The school is led and managed very effectively, and provides very good value for money.

What the school does well

- Children are given a very good start to their education at the Foundation Stage, in the Nursery and Reception classes.
- The school enables pupils to make very good progress in developing their literacy and numeracy skills.
- It provides a rich and relevant curriculum.
- Teaching, throughout the school, is of high quality.
- Pupils show very good attitudes towards their work, and their behaviour is excellent.
- The quality of leadership and management is of a high calibre.

What could be improved

- Attendance rates need to be improved further.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in 1997. During the four years up to 2002, the school's rate of improvement in the standards achieved by pupils in reading, writing and mathematics has at least kept pace with the national trend. Since the last inspection, the school has become a designated **Centre of Excellence for French** within the local education authority.

The weaknesses identified by the last inspection have been addressed very successfully. Standards achieved by higher attaining pupils in key subjects have improved significantly. In the most recent

National Curriculum tests the proportion of the school's pupils achieving Level 3 was above 30 per cent in reading and mathematics, and above the national average in writing. The quality of teaching has improved significantly. Compared to figures published in the last inspection report, the proportion of teaching judged to good or better has increased from 50 per cent to 96 per cent, and that judged to be very good or better from 14 per cent to 58 per cent. Provision for pupils with special educational needs has improved significantly and is now of very good quality. The school has worked hard and effectively to improve punctuality and is keen to improve the situation further. Finally, the quality of the accommodation has improved enormously and now provides a high quality learning environment for the pupils. The school is now well set to continue improving by building on its many strengths and addressing areas which require attention.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	C	B	B	A*
writing	C	D	A	A*
mathematics	D	D	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Inspection evidence indicate that children at the Foundation Stage, in the Nursery and Reception classes, make very good progress and achieve the early learning goals in all areas of the curriculum before entering Year 1. By the age of seven, pupils achieve standards which are generally above average for their age in English and mathematics and appropriate standards for their age in science. These good standards broadly reflect the most recent National Curriculum test results, which showed the pupils' performance in reading to be above the national average and very high compared with pupils in similar schools. In writing, the pupils' performance was well above the national average and very high compared with the average for similar schools. In mathematics, the pupils' performance matched the national average, but was well above the average for pupils in similar schools. By the end of Year 2, standards of literacy and numeracy are above average, and pupils achieve at least appropriate standards for their age in all subjects. In physical education, some of the work in dance is of high quality and pupils' work on display in corridors includes some very good quality art work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils demonstrate very good attitudes towards the school. They are interested and enthusiastic and take a pride in their work.
Behaviour, in and out of classrooms	Standards of behaviour are excellent in classrooms and all parts of the school.
Personal development and relationships	Very good. Pupils are kind to each other. They show responsibility when working independently and in groups. They show respect for other pupils' values and beliefs.
Attendance	There have been signs of improvement recently, but attendance continues to fall short of the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Under fives	5 - 7
Lessons seen overall	Very good	Very good

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

The teaching is generally of very good quality and at times outstanding, particularly at the Foundation Stage and in Year 2.

High quality teaching at the Foundation Stage, in the Nursery and Reception classes, helps children to settle quickly and make rapid progress towards the early learning goals in all areas of the curriculum. At Key Stage 1, in classes for pupils in Years 1 and 2, highly effective teaching in English and mathematics promotes very good progress by pupils in extending their literacy and numeracy skills. The teaching in all other subjects is usually good and never less than satisfactory. The teaching of French is consistently of high quality, enabling pupils to make significant progress in extending their speaking and listening skills as well as increasing their knowledge and awareness of another language and culture. In physical education, some of the teaching of dance is of outstanding quality.

Throughout the school, the high standard of provision made by teachers and support staff for pupils with special educational needs is a strong feature, which enables pupils to make good progress towards the targets identified in their individual education plans. They also work very hard to ensure that the needs of pupils are met appropriately in terms of gender, race, background and ability, and that all pupils are involved in and extended by work in all aspects of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a rich and relevant curriculum and makes very good provision for all children.
Provision for pupils with special educational needs	Very good provision throughout the school. Highly effective work by support staff and realistic and measurable targets in individual education plans help pupils to make very good progress.
Provision for pupils with English as an additional language	Very good provision by class teachers and support staff, who make use of highly effective strategies to help pupils make progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	High quality provision in all aspects.
How well the school cares for its pupils	There are very good procedures for assessing and monitoring pupils' academic and personal development. Highly effective procedures for ensuring child protection and welfare.

A very strong partnership has been developed with parents, who speak very positively about the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is of high calibre. The acting headteacher and acting deputy headteacher co-operate very effectively and liaise closely with the chair of governors to provide clear direction for the work of the school. They are well supported by all staff.
How well the governors fulfil their responsibilities	Governors are highly successful in ensuring that all statutory requirements are met appropriately.
The school's evaluation of its performance	Very good use is made of local and national comparative information to evaluate and set targets for improvement, which are appropriately challenging, in English and mathematics.
The strategic use of resources	Money is spent wisely on relevant educational priorities. All resources are managed very efficiently. The school is appropriately staffed and well resourced and governors apply best value principles very effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school and make good progress. • Children are expected to work hard, and get the right amount of work to do at home. • The teaching is good. • Behaviour is good, and the school is helping the children to become mature and responsible. • Parents feel comfortable in approaching the school with questions or problems. • The school works closely with parents, who are well informed about their children's progress. • The school is well led and managed. 	There were no significant issues for improvement.

The inspectors agree with parents' positive views about the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The intake of children to the Nursery represents a wide range of ability, including some gifted children, but attainment levels are generally below those found nationally. Pupils, at all levels of attainment, generally make very good progress during their time in the school, and by the time they reach Year 2 and the end of Key Stage 1, overall standards in the key areas of learning are above average for the pupils' age.
- 2 Inspection findings indicate that children at the Foundation Stage, in the Nursery and Reception classes, are given a very good start to their education and make very good progress. Most achieve the early learning goals in all areas of the curriculum by the time they enter Year 1.
- 3 Inspection findings for the end Key Stage 1, when pupils are in Year 2, indicate that overall standards in English and mathematics are above those found nationally, and that standards in science are similar to the national average. The inspection picture is generally consistent with the most recent National Curriculum test results. These showed the pupils' performance in reading to be above that of pupils in all schools and very high compared with those in similar schools. In writing the pupils' performance was well above the national average and very high compared with similar schools. In mathematics, the inspection findings are better than the most recent national test results, which showed the pupils' performance to be similar to the national average, although well above the average for pupils in schools with similar characteristics.
- 4 National test results for the four years up to 2002, indicate that the school's rate of improvement in the core subjects of English, mathematics and science has at least kept pace with the national trend. During the same period there were no significant variations in pupils' performance in terms of gender.
- 5 In English, pupils at all levels of attainment, including those with special educational needs, make very good progress during their time in the school. Recent school initiatives to improve pupils' oracy skills are proving to be very effective and help most pupils to achieve standards which are at least appropriate for their age in speaking and listening by the age of seven. By the time they are in Year 2, pupils listen attentively to what teachers and other pupils have to say and respond with growing confidence and increasing appropriateness. Higher attainers, in particular, show an increasing capacity to vary their tone of voice and use of vocabulary for different situations.
- 6 Throughout the school, pupils make very good progress in extending their skills in reading and, by the end of Year 2, reach standards which are generally above those found nationally. Pupils benefit greatly from the valuable support provided by parents, in reading with their children at home, and the strong emphasis placed by teachers on the development of phonic skills. By the age of seven, most pupils read accurately with increasingly good expression. A substantial number of higher attainers demonstrate confidence and fluency and a growing capacity to express preferences about authors and particular books.
- 7 In writing, pupils throughout the school make very good progress, and by Year 2 achieve standards which are generally above average for their age. Most write in

sequences of sentences, making appropriate use of simple punctuation, such as capital letters and full stops. Several higher attainers produce writing which is well organised and clear. They use a growing range of punctuation, such as question and exclamation marks, with increasing accuracy.

- 8 In mathematics, standards are generally above average for the pupils' age. Pupils at all levels of attainment, including those with special educational needs, make very good progress during their time in the school. By Year 2, the pupils show a good understanding of basic number work. Many show good skills in calculation work, selecting accurately the appropriate process to solve problems. They show an increasing understanding of place value. They know, for example, that the position of a digit signifies its value and that zero is a place holder. Most recall number bonds to 20 and are able to count on and back in tens from a range of starting points. Pupils use these skills successfully to solve problems, and benefit from opportunities to apply their mathematical learning in other subjects. In science, for example, pupils used graphs to record the results of investigations. In addition, their increasing ability to use ICT effectively to solve problems is a very good feature in their learning.
- 9 In science, pupils at all levels of attainment, including those with special educational needs, make good progress during their time in the school and achieve standards which are at least appropriate for their age by the time they are seven. Most have established a good range of scientific knowledge and understanding and made appropriate progress in developing their enquiry skills.
- 10 In information and communication technology (ICT), pupils throughout the school make good progress and, by the age of seven, achieve standards which are appropriate for their age. They benefit considerably from work in the computer suite and from well planned opportunities to use ICT in order to enhance their studies in other subjects. Increased opportunities for pupils to access the Internet to support their work are helping them to extend their ICT skills and increasing their awareness of modern technology.
- 11 Throughout the school, pupils achieve standards which are at least appropriate for their age in all other subjects. In physical education, some of the work in dance is of very good quality. In art and design, some of the work currently on display indicates good skills by pupils in close observation work. In addition, pupils demonstrate very good oral skills in the French lessons which were introduced after the last inspection, and this contributes significantly towards their overall progress in speaking and listening.
- 12 Having entered the school with levels of attainment in literacy and numeracy which were generally below average, pupils make very good progress and achieve standards which are generally above average by the end of Key Stage 1. These skills help them in their work in other subjects.
- 13 Throughout the school, pupils with special educational needs make very good progress towards the targets set in their individual education plans. They benefit greatly from the setting of work which is appropriately challenging, and from the very good levels of support which they receive from class teachers and support staff. Increasingly effective arrangements to identify, support and stimulate particularly gifted pupils, help pupils in this category to work towards their potential. Class teachers and support staff also make very good provision for pupils for whom English is an additional language, helping them to make very good progress in relation to prior learning.

- 14 The school's determination to meet the particular needs of all pupils in terms of gender, race, background and ability, enables those in all of these categories to make very good progress in relation to their prior attainment.
- 15 The governors set appropriately challenging targets for improvements in English and mathematics for future years, which take full account of the varying ability levels of different cohorts of pupils.
- 16 Since the last inspection, the school has made very good progress in raising standards. This applies in particular to standards achieved by higher attaining pupils, which were identified as a weakness in the last inspection report. This improvement is confirmed by the most recent National Curriculum test results which showed that the proportion of the school's pupils achieving Level 3 was above 30 per cent in reading and mathematics, and above that found nationally in writing.

Pupils' attitudes, values and personal development

- 17 The pupils demonstrate very good attitudes towards the school and this has a very positive effect on their learning. Behaviour and relationships throughout the school are excellent. There have been no exclusions in the past year.
- 18 The pupils enjoy coming to school. They work hard and show a healthy pride in their achievements. Children at the Foundation Stage, in the Nursery and Reception classes, show very positive attitudes towards their work and are extremely well behaved in lessons. They benefit greatly from the close attention given by the teaching and support staff to their personal, social and emotional development. This is reflected in the way in which they relate to one another and in the confidence they show when selecting resources and participating in learning activities. During a literacy lesson, for example, the Reception children worked with sustained concentration, drawing, modelling and writing about the different vehicles they had seen from the school grounds earlier in the day. They were pleased and proud to share their work with the rest of the class, during the plenary session, and showed their appreciation for one another's contributions by clapping enthusiastically at the end of the lesson.
- 19 Pupils in Years 1 and 2 also behave extremely well in lessons. They listen attentively and with considerable interest during the whole class introduction to the lesson and show confidence and enthusiasm when responding to questions. A very good feature of lessons is the social interaction between the pupils. They work very co-operatively in group situations, for example in science and numeracy lessons. In a Year 2 games lesson, for example, the pupils demonstrated very good teamwork and a strong sense of fair play and were very careful and helpful in putting away the apparatus at the end of the lesson.
- 20 During the inspection there were many occasions when the teaching engendered a spiritual response from the pupils. For example, in a Year 1 art and design lesson the pupils were captivated by the beauty and colours of the flowers they were observing and painting. In a Year 1 religious education lesson, the pupils were very gentle in the way they handled the spring flowers used in the introduction to the lesson. They were filled with wonder when the teacher's paper flower was placed in a bowl of water and its petals began to unfold.
- 21 Pupils throughout the school are immensely enthusiastic about learning to speak French. These lessons contribute significantly towards the pupils' development, promoting their cultural awareness and self confidence. A high quality literacy lesson,

in which a story about a polar bear was told in French, evoked an excellent response from the Year 2 pupils. They demonstrated outstanding levels of concentration, enthusiasm and interest and made very good progress in extending their French vocabulary and in developing their speaking and listening skills.

- 22 Behaviour is of a very high standard in assembly, in the dining room and in the playground, where the pupils play together amicably and have great fun sharing their own toys which they are allowed to bring into school, just one toy each day. They respond promptly and in complete silence when the bell signals the end of playtime and they file into school in a very orderly manner. The pupils' friendliness helps to create a very happy atmosphere inside school. Almost all the parents who responded to the pre-inspection questionnaires are of the opinion that their children like school.
- 23 Throughout the school the pupils are keen to act as class monitors, with duties such as collecting the milk for their class and returning registers to the office. The Year 2 pupils are given responsibility for helping to care for the Reception children and pupils who are new to the school through an informal 'Buddy' system. The pupils' understanding of citizenship is extended through their enthusiastic support for a range of local and national charities.
- 24 The most recent national figures indicate that the pupils' attendance rate is well below the national average. However, there has been significant improvement in recent months and, in the week prior to the inspection, every class but one earned the headteacher's award for good attendance. The need to improve levels of attendance and reduce the rate of unauthorised absence, which last year was well above the national average, remains a priority that the school is working hard to address. Punctuality has shown good improvement since the last inspection. The vast majority of the pupils arrive on time in the mornings and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 25 The overall quality of teaching is very good. In over 96 per cent of the lessons observed the teaching was judged to be at least good, nearly 58 per cent of lessons were very good or better, and 16 per cent were excellent. There were no unsatisfactory lessons. Throughout the school, there is a close match between the quality of teaching and learning.
- 26 The quality of teaching for children at the Foundation Stage, in Nursery and Reception classes, is generally very good and sometimes excellent. All of the lessons observed were at least good and 75 per cent of them were of very good quality or better, including two lessons where the teaching was outstanding. The high quality of teaching at this important stage provides a very good start to children's education and enables them to make very good progress in all areas of learning. The strong emphasis placed on promoting children's personal, emotional and social development helps them settle quickly, make rapid progress in developing confidence in expressing themselves, and learn to work sensibly and happily with others. The very effective way in which teaching and support staff co-operate with each other, and the high standard of planning and assessment, contribute significantly towards the children's very good progress in the Nursery and Reception classes. As they progress, children take increasing advantage of the range of learning opportunities presented to them and contribute with growing confidence during independent learning activities and in whole-group sessions.
- 27 At Key Stage 1, in classes for pupils in Year 1 and Year 2, the quality of teaching is generally very good and at times excellent. Over 90 per cent of the lessons observed

were good and nearly 50 per cent were of high quality, including five excellent lessons. Teaching in Years 1 and 2 is highly successful in giving pupils a very good grasp of the basic skills of learning.

- 28 Throughout the school, the teaching is highly successful in promoting the development of literacy and numeracy skills. This enables pupils to make very good progress and achieve above average standards for their age by the time they reach the end of Key Stage 1. The highly successful implementation of the national strategies for literacy and numeracy, and some very effective initiatives to support the teaching of oracy skills, have contributed greatly towards improvements in the quality of teaching in English and mathematics since the last inspection.
- 29 In English, the quality of teaching is generally very good throughout the school. All of the lessons observed were at least good and over 70 per cent were very good or better, including one excellent lesson in Year 2. Class teachers and support staff work together very effectively to meet the needs of all pupils. Teachers have a very secure knowledge of the subject and a good understanding of how pupils learn. Very well planned lessons enable pupils at all levels of attainment to make very good progress during their time in the school. Realistic and measurable targets in well constructed individual educational plans help pupils with special educational needs to make very good progress towards the targets set for them. The highly effective teaching of basic language skills is a strong feature in Years 1 and 2. Pupils are introduced very effectively to key sounds and words which provide them with a secure foundation for reading and writing. Very successful strategies are used to develop oracy skills, which promote particularly good progress by pupils at an early stage of learning English, as well as those with special educational needs. All aspects of reading and writing are taught very effectively throughout the school. In some Year 2 lessons the teaching is outstanding. It promotes a love of reading in the pupils, develops their confidence in communicating, and helps them to start becoming aware of the need to adapt the way they talk and write for particular purposes and different situations.
- 30 In mathematics, the overall quality of teaching is very good. All of the lessons observed were at least good and 50 per cent were of high quality, including an excellent lesson in Year 2. High quality planning, coupled with the teachers' expertise in teaching numeracy, are significant factors in the very good progress made by pupils during their time in the school. Assessment is used very successfully to keep a close check on progress and to set pupils clear and realistic targets for learning. The mental starter for numeracy lessons is taught in a lively and challenging manner. Pupils enjoy the mental agility involved and take delight in explaining the strategies they used to solve the various problems. Group work is organised very effectively, and work is set at just the right level of difficulty for groups at different levels of ability. The plenary sessions for lessons are used very well to consolidate learning, but there is scope in some lessons for greater emphasis to be placed on extending pupils' thinking about the aspect of mathematics they have studied. The high quality of support provided by classroom assistants is a significant factor in promoting pupils' learning.

- 31 In science, the quality of teaching is generally good and often of high quality. One of the lessons observed in Year 2 was outstanding. Throughout the school, the teaching is successful in helping pupils to make good progress in extending their scientific knowledge and understanding and to develop good skills in investigative and experimental work. Teachers generally plan their work well to meet the needs of all pupils. Teachers manage the pupils very well and create purposeful learning environments in which all pupils are fully engaged in their learning.
- 32 In ICT, the quality of teaching is good, enabling pupils to make consistently good progress during their time in the school. Teachers show considerable commitment to improving their personal level of expertise in ICT, and this is reflected in their increasing confidence and growing subject knowledge. Their ability to plan relevant use of ICT to enhance learning in other subjects is a strong feature in the school. Pupils make confident use of the good facilities available in the ICT suite, and this helps them to achieve standards which are at least appropriate for their age by the end of their time in the school.
- 33 In other subjects, teachers generally take full advantage of opportunities to extend pupils' literacy skills, placing particularly strong emphasis on the development of oracy skills. Some of the French lessons are very effective in this respect. High quality teaching captures the attention of pupils and promotes rapid progress in their confidence. Their increasing knowledge of a new language increases their understanding of English significantly, and contributes greatly towards the development of their speaking and listening skills. In all subjects, pupils make good progress in extending their vocabulary by learning new terms, which they use accurately. In art and design, music and design and technology, good teaching promotes the pupils' creative development successfully. In physical education, some teaching, particularly of dance, enables pupils to make good progress in their physical development. Generally effective teaching of history and geography helps to extend pupils' knowledge and understanding of the world, but there is scope for increasing the emphasis placed on developing their enquiry and study skills in both subjects.
- 34 Throughout the school, teachers make good provision for pupils at all levels of attainment and work successfully to meet the different needs of pupils in terms of gender, race, background and ability. The teaching of pupils with special educational needs is very good throughout the school, with teachers and support staff co-operating very effectively to make high quality provision. Their work is guided effectively by good quality individual education plans, which enable pupils to work systematically towards the realistic and manageable targets set for them.
- 35 The school has made significant progress in improving the quality of teaching since the last inspection in 1997. The proportion of lessons judged to be good or better has increased from 50 per cent, in the last inspection, to 96 per cent, and the proportion of high quality lessons from 14 per cent to 58 per cent. High quality leadership and management by those at all levels of responsibility, hard work by all staff, greatly improved working conditions, and the successful implementation of initiatives such as the national strategies for literacy and numeracy, have contributed greatly towards better quality teaching throughout the school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

- 36 The school provides a rich and stimulating curriculum which makes a very good contribution to the pupils' intellectual, physical and personal development. In meeting fully the requirements of the National Curriculum and those of the locally Agreed Syllabus for religious education, the curriculum effectively prepares the pupils for the next stage in their education. At the Foundation Stage, in the Nursery and in the two Reception classes, the curriculum is broad, balanced, relevant and full of interest. The planning is of a very high calibre and the children start every day in great anticipation of what it will bring. The Foundation Stage curriculum is based appropriately on the nationally agreed programme of learning and is highly effective in supporting the children's progress towards the early learning goals for each area of their learning. This represents considerable improvement since the last inspection.
- 37 The school has recently added two exciting dimensions to the curriculum. Firstly, the introduction of the teaching of French from Nursery to Year 2 has led the school to become a designated 'Centre of Excellence' for French within the local education authority. In addition, the school has introduced the 'Talking Partners' project in all classes from Reception to Year 2, in order to develop further the pupils' oracy skills.
- 38 Particularly effective strategies for teaching literacy and numeracy skills underpin the school's commitment to provide for high achievement. In addition, the school is also successful in maintaining a broad and worthwhile curriculum across the full range of subjects. High quality planning at Key Stage 1, in Years 1 and 2, results in the provision of a well balanced range of activities which meet the interests, aptitudes and particular needs of all pupils, including those with special educational needs. The recently established ICT suite provides for increasing use of ICT to support other areas of the curriculum to good effect.
- 39 The school provides an interesting and varied range of additional experiences which enhance and enrich the curriculum. For example, after-school clubs in computers and design and technology provide the pupils with increasing opportunities to develop their skills in these areas. Visits are arranged to such places as Wigan Pier, Formby beach and the museum and art gallery in the city centre. Within the school, visitors help the pupils to increase their awareness and understanding of other cultures. For example, during a recent art and music festival week, the pupils experienced a Hindu dance workshop. On another occasion they observed a demonstration of Malay cooking. These experiences add interest and variety to the statutory curriculum.
- 40 The school makes very good overall provision for the pupils' spiritual, social and cultural development, and provision for the promotion of their moral development is outstanding. This represents a significant improvement since the last inspection. The pupils' spiritual development is promoted very effectively through assemblies and in lessons across the curriculum. The policy for collective worship strongly emphasises the importance of spiritual development. Christian principles and values are central to acts of worship. In assemblies pupils are encouraged to listen, pray and reflect quietly. This means that the requirements for collective worship are met fully. Opportunities to develop feelings of spirituality are taken well in lessons. In science, for example, pupils responded with awe and wonder as they examined plants, seeds and frogspawn, using magnifying glasses. Music also contributes significantly towards the pupils' spiritual development, as they listen to and appreciate good quality music, such as "Fossils", from *Carnival of the Animals*. The very careful attention given by staff to creating attractive displays, and using plants and water features in corridors make an important contribution to the spiritual development of the pupils.

- 41 The provision for the pupils' moral development is outstanding, contributing considerably towards the pupils' excellent behaviour. Skilful teaching in assemblies, and well taken opportunities during registration periods, circle time and lessons, contribute significantly to pupils' moral development. Such initiatives help pupils to understand the difference between right and wrong. Promoting respect for others and fostering positive, caring relationships are central to the school's approach. The pupils benefit from the very good role models provided by the adults working in the school and by the parents and friends who help regularly in classrooms. The pupils are encouraged to take responsibility, and this helps to raise their self-worth and enables them to contribute in a mature manner towards the school community. Pupils are helped in many ways, particularly through assemblies and stories, to be aware of the needs of other people.
- 42 Very good provision for developing the skills of social responsibility is evident in all aspects of school life. In lessons, the pupils work sensibly as individuals, in small groups, and whole class situations. The excellent quality of relationships within the school is a major factor which contributes to the pupils' social development. The increasing number of extra-curricular activities contribute significantly to the development of the pupils' social skills.
- 43 Provision for the pupils' cultural development is very good. The curriculum makes a strong contribution in subjects such as art, English, music and religious education. For example, the teaching of French effectively introduces pupils to another culture, in addition to teaching them another language. In religious education, pupils extend their knowledge of other faiths. For example, Year 2 pupils have studied Hanukkah and the Torah. High quality wall displays in classrooms and corridors, such as those about Hinduism and Indian dance, help to extend the pupils' awareness of other peoples and their traditions. Visits to the school, such as that by an Indian dancer, and visits by pupils to places of interest, such as the Maritime Museum in Liverpool, also serve to further pupils' knowledge and awareness of their own and other cultures.
- 44 The governing body's policy for equal opportunities is implemented fully throughout the school and monitored closely by the acting headteacher. Additional policies for educational inclusion and for gifted and talented pupils have recently been put in place and provide further impetus to the school's efforts to provide a fully inclusive education for all pupils, regardless of ability, gender or ethnic origin. Appropriate steps are taken to overcome traditional gender roles in order to ensure that boys and girls are treated fairly and given equal opportunity in all aspects of school life. Library books and learning resources have been checked to ensure they give positive images of a multicultural society. The school is particularly successful in integrating pupils from abroad whose families are seeking asylum in this country. Class teachers and support staff make very good provision for these pupils.
- 45 The school makes very good provision for pupils with special educational needs. Early identification of pupils' needs enables the school to plan effectively for pupils in this category. Once pupils have been identified, the co-ordinator works closely with teachers to provide very well focused individual education plans with manageable and achievable targets. The support and involvement of parents are quickly and effectively enlisted. Individual education plans are of very good quality, easily accessible, and kept under regular review. They are used very effectively by teachers and classroom assistants to provide work which is pitched at an appropriate level for the needs of individual pupils. The pupils' files are well maintained with thorough and regular updating on all aspects of work. Reviews of progress and meetings with parents and outside agencies are documented clearly. Classroom assistants co-operate very

effectively with class teachers to provide very good quality support for the pupils in this category.

- 46 The school makes very good provision for pupils for whom English is an additional language. The pupils are very well supported in class by teaching and support staff, and some receive intensive support in small groups withdrawn from the class. The excellent use of "Talking Partners" strategies and materials, for developing pupils' speaking and listening skills, contributes significantly towards the very good progress made by pupils in learning to speak English.
- 47 The school is highly successful in promoting the pupils' personal and social education. Well planned opportunities occur in circle time, in the planning of work units linked to the school's health skills programme and through a variety of work across the curriculum. Visitors, such as the school nurse and the dental nurse, contribute effectively to the well-conceived health education programme. This gives appropriate attention to sex education and the dangers of drug misuse, at a level which is suitable for pupils of this age. They are taught appropriate facts and provided with the necessary knowledge and skills to make informed choices, now and in the future.
- 48 Very good links are well established with the junior school. Relevant staff meet together to share information, and opportunities for pupils to spend time in the junior school are arranged prior to transfer so that they feel confident in moving. An effective system is in place for the transfer of relevant records and attainment data.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 49 The school continues to place strong emphasis on caring for and meeting the needs of its pupils. A friendly, happy atmosphere exists in the school and all the staff work hard to make learning fun for the pupils. The high level of care, and the support and guidance provided for the pupils, are supported effectively by well documented and consistently implemented policies. Child protection procedures are thorough and adhere to guidelines provided by the local education authority. The school nurse is a regular visitor and makes a very good contribution to the work of the school, in helping to promote the pupils' health and general well-being. Procedures for dealing with and recording accidents are very good, and pupils who are unwell are cared for sensitively until their parents can be contacted. The school makes very good provision for pupils with special educational needs and for pupils for whom English is an additional language. Great care is taken to ensure that equality of access and opportunity is provided for all the pupils, irrespective of gender, race, background or ability.
- 50 Throughout the school, the procedures for assessing pupils' attainment and progress are generally very good. At the Foundation Stage, in Nursery and Reception classes, outstanding arrangements are in place to assess and monitor the children's progress in all areas of learning. At Key Stage 1, in classes for pupils in Years 1 and 2, there is a carefully planned programme of statutory and non-statutory tests. The results are analysed carefully, and used effectively to track pupils' progress and set appropriate targets for future attainment. Targets for improvement in literacy and numeracy are set for individual pupils and shared with parents. These have a positive effect on pupils' progress. Teachers' marking in English and mathematics is particularly constructive in recognising what pupils have attained and setting appropriate new challenges. Highly effective procedures are in place for monitoring and recording pupils' progress in English and mathematics, and effective procedures are in place in all other subjects. Very good use is made of information gathered from the assessment of pupils' work to inform the next stage of teaching and learning. This

was evident during a science lesson in Year 1, when it became apparent that some of the pupils were not as secure in a particular aspect of the work as the teacher had thought. "We don't remember this very well do we?", she said, before noting the gap in the pupils' learning. During the plenary session, at the end of the science lesson, she gave priority to addressing the particular teaching point.

- 51 Procedures for monitoring and supporting the pupils' personal development are very good. There is a properly co-ordinated approach to implementing the personal, social and health education programme of study. 'Circle time', which takes place in every class, forms a significant part of the programme of study and provides valuable opportunities for the pupils to think and talk about their feelings on a given topic. Particular emphasis is given to encouraging the pupils to eat healthily, to be kind and caring towards one another inside school and to reach out to the wider community through learning about and supporting various charities that they can relate to, for example those linked to illnesses and disabilities affecting pupils in the school. Carefully planned assemblies and lessons in English, religious education and geography make a positive contribution to the pupils' personal, social and emotional development. For example, in a Year 2 geography lesson on contrasting localities, the pupils watched a video about Barnaby Bear's visit to a seaside town and were able to empathise with a group of children stranded on the beach. In a whole school assembly on Shrove Tuesday, through a story about making pancakes, the pupils were taught how important it is to be kind and helpful to other people. The pupils are given responsibility, appropriate for their age, for routine tasks such as returning registers to the office, helping to tidy up after lessons and collecting the milk for their class. Duties and responsibilities are allocated fairly so that all the pupils have the chance to be monitors for the day or the week, which they enjoy immensely and which helps to develop their confidence and self esteem.
- 52 The school's arrangements for monitoring and promoting positive behaviour and for eliminating oppressive behaviour are very good. Teachers have a positive approach to behaviour management in lessons and hard work, courtesy and kindness are rewarded consistently with 'smiley faces' on the wall chart. Pupils are awarded one, two and three star badges for a set number of smiley faces won during the course of the year. A 'sad face', for poor behaviour or lack of effort, cancels out one of the smiley faces and, if a pupil receives three sad faces in the course of the week, a letter is sent to his or her parents, explaining why the sad faces were given. Individual acts of kindness, particularly good pieces of work and good manners are also rewarded with certificates and Headteacher's Award stickers. Lunchtime rewards for good behaviour include stickers and school pencils, which are highly prized by the pupils. The rules for the classroom, the playground and the dining room are displayed prominently in the relevant areas of the building, useful reminders of the established code of behaviour. The school works in close partnership with parents and this is an important factor in its success in achieving excellent standards of behaviour. Parents are kept very well informed with regard to school rules and the system of rewards and sanctions. They are strongly encouraged not only to back the school up when sanctions are imposed but also to be generous in their praise when rewards are gained for good work and positive attitudes and behaviour.
- 53 Although the school works hard to improve pupils' attendance, overall attendance rates fall short of the national average and there remains scope for improvement. However, some very good procedures have been introduced which are beginning to improve the situation. The school co-operates closely with the educational welfare service to inform parents and carers about the importance of regular attendance and punctuality in relation to their children's attainment and progress. In recent months attendance has shown good improvement as a result of the introduction of individual

and whole class rewards for good attendance, improved monitoring arrangements, very good communication with parents and first day response to unexplained absence. This is also reducing the level of unauthorised absence which, according to the most recent national figures, is well above the average found nationally. Punctuality has shown good improvement since the time of the last inspection. The vast majority of the pupils arrive on time in the mornings and lessons start promptly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 54 The school has established a very strong partnership with parents, building on the very good picture apparent at the time of the last inspection. Parents and carers have very positive views about the school. The questionnaire, prior to the inspection, revealed that they consider the school to be well led and managed and they would feel comfortable approaching the school with problems or questions concerning their children. They are of the opinion that teaching is good and they feel their children are making good progress. Parents and carers are almost totally in agreement that behaviour in the school is good and that their children like school. They consider the school is helping its pupils to become mature and responsible and feel that pupils are expected to work hard and achieve of their best. The vast majority of parents and carers are of the opinion that the school works closely with parents, gives pupils the right amount of homework and keeps parents well informed with regard to their children's progress. Inspection findings support all these positive views.
- 55 Parents and carers make a very good contribution to their children's learning at school and at home. A large number of parents and friends of the school help regularly in lessons, often supporting small groups of pupils in literacy, numeracy and science. Other parents give generously of their time to accompany pupils and staff on the many educational visits which broaden and enrich the curriculum. Very good support for the home-school reading scheme and for homework in general is having a very positive impact on the pupils' attainment and progress. A group of parents meets regularly to make the 'story sacks' which the Reception children can take home to share with their parents. These make reading fun and bring the stories alive for the children, thus fostering a love of books from a very young age.
- 56 The overall quality of the information provided for parents. is very good. The governing body's annual report, regular correspondence and the "Lister Express" newsletter help to keep parents and carers fully informed with regard to the life and work of the school and its policies and procedures. Information provided in the prospectus includes details of the aims of the school, the curriculum, the behaviour policy and the policy for parental involvement. The prospectus also explains the significance of regular attendance and punctuality in relation to enabling pupils to reach their full potential and establishing good habits which will benefit them through to adulthood. Parents and carers are given a very useful document which clarifies the school's policy on homework, outlines the amount and type of homework which is set for the various year groups and suggests ways in which parents can support their children's learning.
- 57 Parents and carers are kept very well informed with regard to their children's progress. Formal parents' evenings, which are held twice a year, provide suitable opportunities for parents to discuss their children's attainment and progress with class teachers. The school's 'open door' policy gives parents ready access to the headteacher and staff should any concerns arise in connection with their children's progress, behaviour or general welfare. Pupils' annual written reports are helpful and informative and now provide space for parents to comment on the report. A home-school agreement has been implemented since the last inspection. This sets out,

very clearly, how the school and the parents can work together, in harmony, to maintain effective home-school communications and to achieve high standards of work, behaviour, attendance and punctuality.

- 58 At the pre-inspection meeting with inspectors the parents expressed their appreciation for the courses which are arranged for parents, for example in Family Literacy, Family Numeracy, French and ICT. In addition to the courses, most of which are arranged in conjunction with Liverpool's Parent School Partnership scheme, the school organises a weekly Parents' and Tots group and numerous curriculum information evenings. Activities such as these help to strengthen the home-school partnership and encourage and equip parents and carers to participate more fully in their children's education.
- 59 The parent council continues to operate successfully and forms an excellent link between the parents and the school. The democratically elected parents, two from each class, meet with the headteacher every half term. Through the council, the views and ideas of the parent body can be put to the headteacher and governors and proposed changes to school policy can be presented to the parents for their consideration. This two-way consultation process is making an on-going and highly effective contribution to school improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 60 The quality of leadership and management provided by the acting headteacher, acting deputy headteacher and staff at different levels of responsibility is of a high calibre. They are building successfully on the very good work of the previous headteacher. The acting headteacher provides very effective, purposeful leadership, and is well supported by a committed acting deputy headteacher. They work closely with the chair of governors to provide clear vision and direction for the work of the school, and are well supported by the senior management team, hard working staff and knowledgeable governing body. Highly effective leadership and management are important factors in the school's very good progress since the last inspection in 1997. The school is now well placed to continue improving by building on its existing strengths and continuing to address areas for improvement.
- 61 Appropriate governing body committees are in place, and they work effectively and successfully to ensure that statutory requirements are met. The purposeful and constructive involvement of governors in the work of the school has contributed significantly towards recent improvements. Since the last inspection, the governing body has overseen the successful transfer of the school to new refurbished premises, which contribute towards a significant improvement in the quality of the learning environment for the pupils and staff.
- 62 The careful attention given to monitoring school performance is a good feature in the work of the governing body. School management provides regular information to enable governors to compare the school's performance with similar schools as well as the national picture. This contributes towards the governing body's very good understanding of the school's strengths and priorities for improvement.
- 63 Relevant governing body committees seek to secure best quality and value when purchasing resources and arranging for work to be completed. Much of this is done in conjunction with the local education authority. Since moving to new premises, the governing body's work to improve the security of the school provides a very good example of its determination to secure best value and quality in return for money invested. It worked closely with the local education authority to consider various

options and costs, before deciding on the shutter system, which improves the security of the school considerably without detracting from the general appearance of the school.

- 64 The school's main aims, listed in the prospectus for parents, set out to:
- * *provide all children with an education which encourages them to give of their best;*
 - * *provide a caring environment, where children are happy, secure, confident and increasingly independent, while showing respect for others;*
 - * *make school a welcoming and attractive place, where all staff do their best to work effectively as partners with parents and governors;*
 - * *make sure that each child has true equality of opportunity.*

These aims are consistently reflected in all of the school's work.

- 65 Co-ordinators for subjects and aspects of the curriculum work very effectively to provide guidance for teachers and to monitor the coverage of subjects throughout the school. The involvement of the acting headteacher and members of the senior management team in subject co-ordination helps to create a team approach and a strong sense of commitment to continuing improvement. Co-ordinators play an important part in producing and updating subject policies and schemes of work, which help teachers to set appropriately challenging work for pupils at all levels of attainment. Good work by co-ordinators has helped the school to address very successfully the areas for improvements identified by the last inspection.
- 66 The governing body is very successful in ensuring that the requirements of the Code of Practice for special educational needs are addressed successfully. The school is very effective in ensuring that all pupils, irrespective of gender, race, background or ability, are included and challenged appropriately during work in all aspects of the curriculum.
- 67 The very effective arrangements for monitoring and evaluating the quality of teaching form an important part of the school's strategy for performance management. Criteria for evaluation are agreed with class teachers in advance of lesson observations. Members of the senior management team visit classrooms at regular intervals to evaluate teaching and the quality of curricular provision. The feedback from lesson evaluations is considered during interviews with individual teachers, and personal targets for improvement are agreed for the year ahead. Subject co-ordinators are responsible for monitoring curricular planning and for examining the standards of work produced by pupils in their subjects. Increasingly good use is made of information technology to store information and track pupils' progress.
- 68 All requirements for staff appraisal are met very effectively through the annual personal interviews, which form an important part of the school's performance management procedures. Strong emphasis is placed on the professional development of staff. Teachers, support staff and governors are given opportunities to attend relevant training, and there are appropriate procedures for supporting the induction of newly qualified teachers and staff who are new to the school. In addition, the school hosts courses for parents, which helps them to contribute more effectively towards their children's learning.
- 69 A very well run parents' council has been in existence for some years, and contributes very positively towards highly effective communication between the home and school. This in turn helps to develop trust and good relationships between

parents, staff and governors. Parents' views on various matters inform the school development planning process, which is well established and highly effective. The views of staff and governors, as well as parents, are considered before priorities for attention are agreed. Action plans, prepared by co-ordinators, are incorporated into the plan. Priorities for improvement are listed clearly in the school development plan and include appropriate information about timescales, action to be taken, personnel with particular responsibilities for initiatives, cost implications and criteria for measuring success. This means that educational priorities for attention are accurately identified, and results in very good use of all available funding.

- 70 Very good use is made of the element within the school's budget for making provision for pupils with special educational needs. The governors' finance committee liaises closely with the headteacher, deputy headteacher, local education authority's finance support service and highly effective school administration, to oversee financial matters efficiently and effectively. Highly effective use is made of information technology to monitor spending and ensure effective financial support. The most recent audit of finance, carried out by the local education authority, found financial systems in the school to be operating extremely well. All of the recommendations for improvements made by the auditors have been implemented.
- 71 The school has sufficient suitably qualified and experienced teachers to meet the demands of the curriculum for pupils at all stages of their education; they are managed and deployed very effectively. Highly effective management of all resources contributes significantly towards the school's efficiency and the very good provision it makes for its pupils.
- 72 Since the last inspection, when the quality of the accommodation was judged to be poor, the school has moved to newly refurbished premises that provide accommodation of excellent quality. Standards of cleaning and caretaking are high, and the quality of the internal environment is considerably enhanced by very carefully mounted displays of pupils' work and stimulating artefacts, which are used very effectively to celebrate pupils' achievements, support their learning, and promote enquiry. This creates an outstanding learning environment for the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73 In order to raise standards and the quality of work further, the governing body, headteacher and staff should:

Improve the rates of pupils' attendance, by:

- * reducing the amount of unauthorised absence;
- * implementing consistently the recently strengthened procedures for promoting good attendance;
- * continuing to seek the support of relevant parents in improving their children's attendance;

(paragraph reference: 24, 53)

In addition to the above key issue, the following recommendation, arising from areas of relative weakness, should be considered for inclusion in the action plan:

- * increase the emphasis placed on developing pupils' enquiry and study skills in history and geography by identifying more specific learning objectives in teachers' planning;

(paragraph reference: 33, 119, 120, 121)

Note: Improving the pupils' rates of attendance is an on-going priority for the school and is included in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	19	17	2	0	0	0
Percentage	16	42	38	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	179
Number of full-time pupils known to be eligible for free school meals	N/a	47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	7.6

Unauthorised absence

	%
School data	1.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	33	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	21
	Girls	29	31	31
	Total	48	50	52
Percentage of pupils at NC level 2 or above	School	84 (81)	88 (81)	91 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	30	31	31
	Total	49	51	51
Percentage of pupils at NC level 2 or above	School	86 (81)	89 (91)	89 (79)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
108	0	0
0	0	0
3	0	0
1	0	0
2	0	0
1	0	0
0	0	0
1	0	0
1	0	0
0	0	0
1	0	0
2	0	0
0	0	0
2	0	0
1	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	10
Total aggregate hours worked per week	164

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	57.5

Financial information

Financial year	2001/02
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	£
Total income	527,827
Total expenditure	539,544
Expenditure per pupil	2,606
Balance brought forward from previous year	40,937
Balance carried forward to next year	29,220

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	16	0	1	0
My child is making good progress in school.	72	25	2	0	1
Behaviour in the school is good.	63	36	1	0	0
My child gets the right amount of work to do at home.	60	32	6	0	2
The teaching is good.	75	24	0	0	1
I am kept well informed about how my child is getting on.	55	37	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	71	27	1	0	1
The school works closely with parents.	55	34	8	2	1
The school is well led and managed.	67	31	1	0	1
The school is helping my child become mature and responsible.	67	31	2	0	0
The school provides an interesting range of activities outside lessons.	36	38	7	2	17

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74 At this stage of their education, the children are taught in the 30 place Nursery on a part-time basis and also in the two full-time Reception classes. School records indicate that on entry to the Nursery, the children's attainment levels are generally below those found nationally in each area of their learning. However, the intake represents the full ability range and includes some gifted children.

75 Very good teaching, outstanding planning and excellent assessment strategies are significant features of the provision in the very well organised Foundation Stage. As a result, the children make very good progress in all areas of their learning. The children are on course to reach the nationally agreed early learning goals in each area and many are already working at Level 1 of the National Curriculum in aspects of literacy and numeracy. This reflects a similar picture to the last inspection of the school.

Personal, social and emotional development

76 The strong emphasis placed on this aspect of the children's learning enables them to make very good progress at the Foundation Stage. The children settle quickly into the daily routines in the Nursery, and develop an increasing understanding of right and wrong. Relationships are excellent at all levels, and the children understand how to share and to be patient when waiting their turn, for example, to put on the prized 'bear' outfit or the golden curls of Goldilocks, during imaginative play. In the Reception classes, the children continue to develop confidence and self-esteem when, for example, they come out to the interactive whiteboard to demonstrate their number skills. The Reception class children make rapid progress in the development of their personal and social skills. They dress themselves appropriately in order to take part in physical activities in the gymnasium. When walking from their classrooms they show good awareness of others in the school by walking sensibly and quietly through the corridors. Throughout the Foundation Stage, the staff achieve a high level of interaction with the children. As a result, the children demonstrate developing maturity when selecting and engaging in activities which demand a measure of concentration and perseverance.

Communication, language and literacy

77 The high quality of teaching in the Nursery underpins the very good progress which the children make in this area of their learning. In the Nursery, the children develop an increasing capacity to listen carefully and respond sensibly when answering and asking questions. Exceptionally good planning enables the children to participate in a variety of well organised activities which help to develop their speaking and listening skills. For example, during imaginative play in the house of the three bears, one child, pretending to be one of the bears, remarked to her friend, "Goldilocks can't just come to our house, she must be invited and knock on the door!". Across the wider curriculum, the Reception children continue to make very good progress in speaking and listening, building up an increasing vocabulary. For example, when working with sloping ramps the children in one group spoke quite naturally of cubes, cones and spheres as they investigated the effect different surfaces had on the movement of various three dimensional solid shapes.

- 78 Attractive reading areas encourage the children to develop an early interest in books. The Nursery children know how to hold a book correctly and understand that pictures and print carry meaning. By the Reception stage, the vast majority of the children make very good progress in reading. They recognise a range of familiar words and understand how to link sounds to particular letters of the alphabet. Many use their developing skills to write simple regular words and to make phonetically plausible attempts at more complex words. The higher attaining children can write a series of sentences unaided and know how to insert capital letters and full stops correctly.

Mathematical development

- 79 High quality teaching in the Nursery helps the children to develop a good sense of number, shape, space and measures through very well planned practical experiences. For example, through imaginative play linked to the story of Goldilocks, the children demonstrated an increasing ability to use comparative language when matching bowls, spoons and chairs to the size of the bears. On another occasion, during circle time, the children delighted in holding the bear as it was passed around. They could count to five. As the bear reached the fifth child they were asked, "Can you find the right sized bed for the bear?". All were very pleased they could, as they handled different sized bears. The children in Reception know how to order numbers one to ten, on a number line. Many count on and back accurately from a given point. They are beginning to relate addition to combining two groups of objects and they know that subtraction means taking objects away.
- 80 By the Reception stage, the children have a growing understanding of some of the properties of flat and solid regular shapes. They name them confidently and, in their answers to questions posed by their teachers, they spontaneously use such terms as flat or curved surfaces when describing and naming such shapes as cylinders, cones, pyramids and cubes.

Knowledge and understanding of the world

- 81 The children experience very good teaching in this area of their learning. Through using and developing their skills and knowledge over a range of relevant activities, the children are helped to prepare for future work in science, geography, history, ICT and design and technology.
- 82 Through activities such as baking, the children are helped to observe similarities and differences as ingredients are mixed in different ways. When working with a classroom assistant, the Nursery children were helped to see how changes occur as the eggs mixed with the flour and milk and then were heated. They knew how important it was to work safely and showed great interest and excitement when the classroom assistant tossed the finished pancakes.
- 83 The children are helped to understand the passage of time through the celebration of birthdays, talking about the days of the week and the changing seasons and looking at a range of photographs. They use these experiences effectively to talk about their own lives and families as they begin to understand more fully the past and the present.
- 84 Very effective interaction with the adults working in the Nursery and Reception classes helps the children to acquire very good skills in ICT. The Nursery children use the mouse confidently to control the cursor on the screen to achieve their desired intentions. By the Reception stage, they make very good progress because they have access to the computer suite. They understand how to click accurately on icons to open up programs and to print out their work.

Physical development

- 85 Very good provision is made in this area of learning. The school is fortunate in having two large indoor halls and an appropriate outside play area. These are used to good advantage so that the children develop appropriate skills in using space effectively while demonstrating increasing control and co-ordination. For example, during a Reception class lesson, very good use of the tambourine, pictures and coloured discs served as signals to identify different types of movement. Since this was a very large hall the children could see at a glance where they needed to be and what they needed to do. Their movements were quick and in playing the 'traffic light' game they demonstrated a good understanding of how to move efficiently and safely. They were also helped to notice the effects on their bodies of vigorous physical exercise.
- 86 In the classrooms, the Nursery children make very good progress handling a range of writing tools including crayons, felt pens, pencils and chalks with growing dexterity. Through very well organised activities the children are helped to develop their co-ordination skills when working with modelling tools, construction materials and malleable materials such as dough made by their helpers. In the Reception classes they are introduced to programmable toy cars and, with nimble fingers and much thought, they manage to programme them to move forwards, backwards and to the side according to their wishes.

Creative development

- 87 In both the Nursery and Reception classes, stimulating environments enable the children to explore, develop and express their ideas in a variety of ways. The Nursery children have sufficient time to develop their ideas through painting, printing, pattern making and weaving. They know how to mix paints to match their intentions, although at times the three year olds could not control the amount of paint on their brush. Some of the Nursery children make good progress experimenting with different textures. For example, during weaving activities on a framework of plastic mesh, they used intricate patterns and chose nicely contrasting textures and colours in producing imaginative and original designs. They worked with a great deal of perseverance and concentration and were proud of their achievements.
- 88 Very well planned opportunities occur throughout the Foundation Stage for imaginative role-play. Highly effective and well managed interaction by the adults helps the children to sustain interest in these situations. The children are well supported but are given time and opportunities to develop their own ideas. For example, in a Reception class, the children were helped to create a café scene. They were helped to devise a storyline which reflected much imagination. As one child remarked, "Yes, the dog can come into the café. It can have a bowl with a bone in it!".
- 89 The children enjoy musical activities. The Nursery children can recall a growing number of songs and number rhymes which they sing with developing confidence. The Reception stage children build on this good start and can sing a wider range of appropriate songs. They make good progress holding and playing instruments. Many can name a range of instruments correctly including the tambourine, cymbals, castanets, maracas, clatter-pillar and bells. A very good feature of the provision enables the children to explore, practise, rehearse and repeat what they learn in their own way, during discrete time set aside for children to select their own activities.

ENGLISH

- 90 By the time pupils reach the age of seven, overall standards in English are above those found nationally and better than the findings of the previous inspection, which found standards to be similar to the national average. The inspection picture is

generally consistent with the 2002 National Curriculum test results, which found the pupils' performance to be above the national average in reading and well above average in writing.

- 91 Throughout the school, pupils at all levels of attainment make very good progress during their time in the school. Those with special educational needs make very good progress towards the targets set in their individual education plans. They benefit greatly from the good quality support provided by teaching and support staff and from the setting of work which is appropriately challenging.
- 92 The programme of work in English meets fully the requirements of the National Curriculum. All pupils are included and extended appropriately in all aspects of the work, and care is taken to meet their needs in terms of gender, race, ability and background. High quality provision is made for pupils who speak English as an additional language which enables them to make very good progress in relation to their prior learning. Gifted pupils are also supported very effectively and make significant progress during their time in the school.
- 93 Pupils, throughout the school, make very good progress in developing their speaking and listening skills. By Year 2, standards are generally appropriate for the pupils' age and some achieve higher levels. The strong emphasis placed on promoting oracy skills in recent years has had a positive impact on pupils' progress. Regularly timetabled oracy sessions are used very effectively by teachers and support staff. The increasing confidence and skills of pupils are apparent as they respond quickly to the various prompts for speaking and listening and interact enthusiastically with other pupils and their teachers. In a Year 2 oracy session, for example, individual pupils interpreted cue cards very effectively to re-tell parts of a story in their own words before handing over to the next pupil. An excellent feature of this work was the way in which the teacher reinforced good punctuation habits. This was evident, for example, when one pupil, re-telling part of the story of *The Three Bears*, said, " and the little bear asked, who has been sitting in my chair?" The teacher interrupted to ask the class what punctuation mark would have been put at the end of that sentence if it had been written, and most were aware of the need for a question mark. Another successful initiative, known as *Talking Partners*, is particularly effective in helping pupils with special educational needs and those in the early stages of learning English as a second language to make rapid progress in acquiring oracy skills. Brief, highly structured sessions, skilfully taken by well trained support staff, contribute significantly towards the pupils' all-round as well as oracy development. Throughout the school, the very good questioning skills of teachers encourage pupils to participate in and contribute towards lessons. This is also the case in other subjects, particularly French oracy lessons, which contribute significantly towards the development of pupils' speaking and listening skills. By the end of Key Stage 1, most pupils show a capacity to listen carefully and respond appropriately to what others say, and some higher attaining pupils show a growing ability to talk and listen confidently in different contexts.

- 94 In reading, pupils make very good progress during their time in the school and achieve standards which are generally above those expected for their age. This is reflected in the recent National Curriculum test results, which showed the pupils' performance in reading to be above the national average, and well above that of pupils in similar schools. Many pupils benefit considerably from the support of parents who show a strong interest in their children's work. The school recognises the value of parental involvement in the pupils' learning, and works hard to enable parents to make a constructive contribution at home and in school. The home reading scheme is monitored carefully to encourage pupils to read regularly at home, and a significant number of parents and voluntary helpers come into the school to hear pupils read. The strong emphasis placed on the development of phonic skills, during literacy lessons, contributes significantly towards the good progress made by pupils up to the age of seven. In a Year 1 lesson, for example, the teacher focused on initial clusters "fl" and "fr", using the poem *Fred and the Friendly Dragon* as the main text for the whole-class element of the lesson. In Year 2, the teacher introduced the lesson by asking a pupil to come to the front of the class to represent the leopard which had lost its spots. The whole class was then asked to identify six words with the phoneme "aw", in order that the leopard could have its spots back. In both lessons, the pupils completed these tasks successfully, demonstrating a good grasp of the key sounds and words to help extend their reading skills. Teachers place much emphasis on developing a love of reading in their pupils. They convey a real sense of enjoyment when reading stories or parts of texts for literacy lessons to the pupils, and this is reflected in the pupils' enthusiasm for reading. By the age of seven, most pupils use appropriate strategies to help them read unfamiliar words, and a significant proportion of higher attaining pupils read with increasing fluency, showing a good understanding of what they read, and explain their preferences for particular types of books and certain authors.
- 95 Pupils make very good progress in writing and, by the age of seven, achieve standards which are generally above those expected for their age. This is reflected in the most recent National Curriculum test results, which showed the pupils' performance to be well above the national average and very high compared with the average for pupils in similar schools. The variation in performance from one year to the next is due to the different ability levels within successive year groups. Throughout the school, the basic skills of writing are taught very effectively, and this enables pupils to write with increasing confidence. By the time they are seven, most pupils are able to write in a sequence of sentences, making appropriate use of capital letters and full stops, and generally spelling simple words correctly. Their handwriting is usually formed accurately with letters of a consistent size. Several higher attaining pupils write with growing imagination, showing increasingly good skills in spelling more complex words. They make correct use of a growing range of punctuation, including question marks, exclamation marks and inverted commas, and begin to adjust the style of their writing for different purposes.
- 96 Very effective use of ICT to support pupils' learning is a strong feature in many English lessons. Relevant computer programs are carefully selected so that they link with the particular themes of lessons and contribute towards achieving main learning objectives. This was evident in a Year 1 literacy lesson, when higher attaining pupils, working on word definitions on the computer screen, moved illustrations accurately to match the appropriate text for a particular dictionary definition. They demonstrated good reading and comprehension skills in matching pictures and text accurately, and effective ICT skills to complete the tasks.
- 97 Throughout the school, the quality of teaching in English is generally of high quality.

Over 70 per cent of lessons observed were very good or better, including an outstanding lesson in Year 2. Teachers are very secure in their subject knowledge and make excellent use of the guidance provided by the National Literacy Strategy. This enables them to plan work which is appropriately challenging to extend pupils at all levels of attainment. The identification of individual targets for improvement, help to give pupils a good self-knowledge of their own learning. Specific and measurable targets in the individual educational plans for pupils with special educational needs help them to make very good progress during their time in the school. The introductory texts for the whole-class element of literacy lessons are carefully selected. Highly effective use is made of interactive whiteboards and "big books" to present the texts to the pupils. Tasks are explained very effectively, and high quality questioning skills help to capture pupils' attention and interest. Teachers use humour very effectively to stimulate, encourage and introduce a sense of fun into pupils' learning. This creates a positive context for learning, where pupils know that their efforts will be valued and are not afraid of making a mistake.

- 98 The very effective contribution of support staff is of particular benefit during group work, achieving a high level of interaction between pupils and adults, and helping pupils to work productively. Good class management is a very strong feature in the teaching throughout the school, and contributes significantly towards the high standard of behaviour in lessons. Pupils show excellent attitudes towards their work. They listen very attentively to their teachers and support staff, and work very productively during group and independent activities. During all aspects of the work, teachers take care to include and involve all pupils. Their questioning takes care not to favour either gender, and learning activities challenge effectively pupils at all levels of attainment.
- 99 The excellent work of the subject co-ordinator contributes very positively towards on-going improvements in the quality of provision for English. Since the last inspection, there has been a considerable improvement in the quality of teaching, which was described as satisfactory in the last inspection and is now of very good quality. This, together with the very successful implementation of the National Literacy Strategy and initiatives to improve pupils' oracy skills, has resulted in a significant improvement in pupils' standards of attainment.

MATHEMATICS

- 100 The standards achieved by the seven year olds are above those expected for their age. Almost all pupils, including those with special educational needs, make very good progress during their time in the school.
- 101 This represents a better picture than the most recent national test results which showed the pupils' performance to be similar to the national average, but well above the average for pupils in similar schools. Standards have improved since the last inspection, with higher attaining pupils now reaching the standards of which they are capable. The most recent national tests indicated that 30 per cent of pupils achieved Level 3. The improvements are due to the improved teaching and the continuing successful implementation of the National Numeracy Strategy.
- 102 The teaching builds successfully upon the pupils' prior learning so that, by Year 2, the pupils have a secure understanding of basic number work. The Year 1 pupils quickly learn to read, write and order numbers to 20 with much accuracy. Some of the higher attaining six year olds order numbers to 100. They are adept at ordering a set of one and two-digit numbers, positioning them accurately on a number line and also on a hundred square. By the age of seven, many of the pupils demonstrate very good

progress in calculation work and in selecting and using accurately appropriate processes for solving problems. Year 2 pupils make increasing progress understanding place value. They know that zero is a place holder and that the position of a digit signifies its value.

- 103 Lively teaching of the mental starter at the beginning of numeracy lessons helps the pupils to develop good recall of number facts. By Year 2 they are quick to recall doubles of numbers to ten and halves of even numbers to 20. Most of the pupils show very good progress in recalling number bonds to 20 and understand how to count on and back in tens from a range of starting points.
- 104 In both year groups the pupils benefit from a range of thoughtfully planned activities which increase their understanding of aspects of mathematics which relate to shape, space and measures. The pupils are helped to use correct mathematical language when describing the properties of three and two dimensional shapes. They are introduced to a range of measures and move quickly on from using non-standard units to using standard units of length, weight, capacity and time with increasing accuracy. However, at this stage in the year they have yet to experience opportunities to explore angles, as a measure of turn, to the level of which they are capable.
- 105 The pupils benefit from well planned opportunities to consolidate their mathematical skills in other areas of the curriculum. For example, in science they use graphs to record the results of investigations and demonstrate accurate skills in measuring using centimetres. In addition, the use of ICT to support the pupils' learning is a strong feature of the work.
- 106 The overall quality of teaching is very good. High quality planning, coupled with the teachers' expertise in teaching numeracy, are significant features of the provision in mathematics which enable the pupils to make very good progress during their time in the school. Assessment is an integral part of the planning. It is used very successfully to keep a close check on progress and to set the pupils clear and realistic targets in their work. Individual elements of the numeracy lessons are taught with due regard to national guidance. The mental starter is lively and challenging and the pupils enjoy the mental agility involved. They take particular delight in explaining the strategies they use. Group tasks are very well organised and the work is set at just the right level of difficulty for the groups at different levels of ability. Although the final plenary part of lessons helps the pupils to consolidate learning and celebrate good achievement, its use to extend the pupils' thinking does not always receive enough attention in some classes. The high quality of the support provided by classroom assistants and volunteer helpers is a significant feature of the provision which does much to support the pupils' learning and progress, particularly for the lower attaining pupils and for those who have special educational needs.
- 107 Mathematics is well led, managed and resourced. All of the pupils are able to take a full part in all aspects of the subject, irrespective of gender, race, background or ability, because of the very good organisation of the subject. The work in mathematics makes a good contribution to the aims of the school. The subject is allocated an appropriate amount of time and the content of the work meets the requirements of the National Curriculum.

SCIENCE

- 108 By the time pupils reach the age of seven, standards in science are similar to those found nationally, and a significant proportion of pupils achieve higher levels. The 2002 statutory teacher assessments reflect a similar picture, with standards that are

broadly in line with national averages and with a significant proportion of pupils reaching higher levels than those expected. This is a much improved picture from the time of the last inspection when too few pupils were found to be reaching the higher levels. The great majority of pupils, including those with special educational needs and those with English as an additional language, make good progress in relation to their prior attainment in all areas of the subject, due to the good support given to them in lessons.

- 109 By the end of Year 2, pupils have made good progress in their understanding of how plants and animals grow and reproduce. They know about the life cycles of different creatures, such as frogs and butterflies, and they sequence and name the different life stages correctly. They know about the importance of healthy eating and exercise in a healthy lifestyle. Most pupils make good progress in developing their knowledge of the properties of materials. They sort and classify materials according to their properties and can categorise objects according to the materials from which they are made. All pupils gain a good level of understanding about physical processes. They name different sources of light and know how sounds are made with different musical instruments. In their work on electricity the pupils draw and label an electrical circuit and know about the dangers of electricity.
- 110 Standards in scientific enquiry are much improved since the last inspection and the pupils now make satisfactory progress in this area of the subject. They learn effectively how to carry out investigations, such as what happens to salt dough when it is heated, and the conditions needed for seed growth. They are able to make relevant predictions about what they think will happen and record their findings appropriately in tables and graphs. Pupils with special educational needs and those with English as an additional language are able to make good progress in science lessons due to the very good levels of adult support they are given to help them understand and complete the tasks they are given.
- 111 The overall quality of teaching is good, with some high quality teaching in some classes. Teachers work hard to ensure that all pupils are fully included in the learning, for example through good questioning techniques that give pupils of all abilities the opportunity to contribute ideas and explain thinking. Planning for the subject is very effective in providing for the required knowledge and understanding but is less specific about the development of the pupils' investigative skills. Most teachers structure their lessons well and introduce new vocabulary very effectively so that the pupils develop the correct scientific learning at a good rate. They use appropriate teaching strategies and are sensitive to the learning needs of different groups of pupils. In the best lessons, the learning is set in practical contexts and the tasks given to the pupils are well matched to their learning needs. In a very successful lesson about the life cycle of the frog, the work was very carefully structured at different levels, so that all pupils were able to make very good progress in relation to their prior attainment. However, in some classes there is too much use of commercially produced worksheets, which restrict the opportunities for pupils, particularly higher attainers, to express their scientific ideas and record their observations in their own words. All teachers manage their pupils well and maintain very good relationships that allow the pupils to develop good levels of confidence in making predictions and expressing their ideas about scientific phenomena in class discussions. As a result, the pupils develop very positive attitudes towards their learning in science and behave exceptionally well in all lessons. The pupils' very good behaviour makes a significant contribution to the good progress they make, particularly in practical lessons.
- 112 Increasing use is made of ICT to support pupils' learning in science, although this is

not a consistent feature in all classes. Where it is used, ICT makes a very good contribution to pupils' learning. The pupils' mathematical skills are developed appropriately through activities such as measuring, timing and the creation of tally charts and graphs. Pupils extend their literacy skills by increasing their scientific vocabulary. However, in some lessons insufficient opportunities are created for them to write about their findings in their own words.

- 113 Management of the subject is good. The well-informed co-ordinator provides good support for colleagues and has accurately identified the areas for further development. A good start has been made on monitoring standards and teaching in science and good systems are in place for tracking and analysing pupils' progress. The focus of the present tracking system is on the development of the pupils' scientific knowledge. The co-ordinator has rightly identified the need for an equally effective system for tracking the progress made by pupils in developing their investigative skills. Books and resources for the subject are of good quality and sufficient quantity.

ART AND DESIGN and DESIGN AND TECHNOLOGY

- 114 By the time pupils reach the age of seven, standards in both subjects match the national expectations and are similar to the standards apparent at the time of the last inspection. Pupils at all levels of attainment, including those with special educational needs, make good progress during their time in the school. The programme of work in both subjects meets the requirements of the National Curriculum. All pupils have access to all aspects of the curriculum, and the school is successful in meeting their needs in terms of gender, race, background and ability. Both subjects are managed effectively.
- 115 In art and design, pupils respond to and explore ideas enthusiastically. In an art lesson in Year 1, for example, pupils engaged in a number of appropriately challenging activities. One group of pupils looked closely at different types of plant seeds and identified differences as an exercise in close observation. Another group, observing flowers in a vase, used pastels effectively to produce some good quality results, while another mixed paint to an appropriate consistency before producing good paintings of a daffodil, again from close observation. As they progress, pupils use a variety of materials and techniques effectively to produce effective designs and illustrations. In Year 2, pupils produced some splendid pencil drawings of plants from close observations. Card and leaf printing is used successfully to produce some good quality results. In a number of activities, the pupils show good ability to explore with colour, using paint to produce cool and warm colours. Following a visit to the school by a local potter, Year 2 pupils produced some good quality products of their own.
- 116 In design and technology, pupils make steady progress in extending their skills in designing, making and evaluating what they have produced, and often apply these skills to real life situations. In Year 1, for example, pupils designed and produced models of structures which might be used for playground climbing equipment. During the course of the year, they use simple techniques for creating movement, such as simple levers to make a moving picture, and winding mechanisms for a moving toy. By the end of the key stage, pupils draw effectively on their previous experience to select equipment and use materials sensibly to complete their products. Higher attainers begin to consider more carefully how they might be able to improve their products by taking a different approach.
- 117 The quality of teaching is good in both subjects. Teachers and support staff co-operate very effectively to provide a high level of support for, and interaction with,

pupils during group activities. This contributes positively towards the development of pupils' skills in both subjects. In addition, discussions related to the tasks in which they engage help to promote the pupils' speaking and listening skills, and in both subjects, class management is a consistently good feature. This promotes excellent behaviour by pupils and very good attitudes towards the subjects.

GEOGRAPHY and HISTORY

- 118 By the end of Year 2, standards in both subjects are appropriate for the pupils' age and pupils generally make satisfactory progress. This is a similar picture to the last inspection, when standards and progress were found to be satisfactory. Pupils with special educational needs and those with English as an additional language make good progress, in relation to their prior levels of learning, as a result of the focused support they are given in lessons.
- 119 In history, discussions with pupils and examination of their work completed during the current year indicate that they make good progress in developing their knowledge and understanding of historical events and famous historical figures, such as the coronation of Queen Elizabeth II, Samuel Pepys and Guy Fawkes. When talking about what they know, they use appropriate language to describe the past and indicate a developing awareness of the timescales involved. However, their history study skills are less well developed. Most pupils know some of the ways in which they can find out about the past, for example from books, pictures and contemporary documents. They know about some of the ways in which people's daily lives in the past differed from their own lives, in areas such as school and home. Most pupils talk about their learning in history with reasonable confidence but they are not given sufficient opportunities to communicate their learning in writing, using their own words.
- 120 In geography, the pupils make good progress in their knowledge of the features of their local area. They use the correct geographical vocabulary in class discussions about the features of the places they study. In their studies of Shanghai in China, for example, pupils were able to recognise some of the similarities and differences between people's lives in Liverpool and Shanghai. Pupils develop a sound understanding of how maps and plans can represent the features of the localities they study. The majority can locate Liverpool on a map of the United Kingdom with reasonable accuracy and can draw pictorial plans of their route to school. However some pupils, particularly higher attainers, are capable of making better progress than they do in using maps and plans. Throughout the school, learning about the travels of Barnaby Bear give the pupils a good level of awareness about recreational activities and holiday destinations in this country and overseas. Through their great interest in Barnaby, they learn very effectively about the similarities and differences between the places he visits and their own locality. However, many pupils do not make the progress they should in geographical enquiry due to insufficient opportunities to develop appropriate study skills, for example, by using globes, maps and plans at appropriate scales, carrying out simple research from appropriate sources and beginning to communicate their findings in writing using their own words.
- 121 Inspection evidence indicates that the quality of teaching in both subjects is generally satisfactory with good features, particularly in geography. The planning for both subjects puts strong emphasis on developing the pupils' knowledge base, which enables them to make good progress in this aspect. However, planning does not always place sufficient emphasis on the development of pupils' history and geography study skills and as a result, these skills are not as well developed as they should be.
- 122 Most teachers provide appropriately for the wide range of abilities in lessons, and give

good support to pupils in the tasks they are set. Learning is set in appropriate contexts for the ages of the pupils, such as packing for Barnaby Bear's holidays and writing postcards from different destinations. However, in some lessons, the over-use of commercial worksheets restricts opportunities for pupils to extend their literacy skills by using their own words to write about their learning in both subjects. All teachers promote very good relationships in lessons, and are very effective in promoting confidence and self esteem in their pupils. This is evident in the confident way in which pupils express their views and make enthusiastic contributions to lesson discussions.

- 123 Both subjects are generally managed satisfactorily. Much work has been done already to give geography and history a higher profile, and the co-ordinator has recently begun to monitor standards and teaching throughout the key stage. The requirements of the National Curriculum are generally met appropriately, but there is a need to place more emphasis on the development of pupils' study skills in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 124 By the age of seven, pupils achieve standards which meet, and for some pupils exceed, the national expectation for their age. Those at all levels of ability, including pupils with special educational needs, make good progress during their time at the school. The programme of work meets fully the requirements of the National Curriculum and ensures that all pupils, irrespective of gender, race, background or ability, have full access to all aspects of the curriculum for ICT. Valuable opportunities are created for pupils to extend their ICT skills during work in other subjects of the curriculum.
- 125 From an early stage, pupils quickly develop confidence in using the mouse to operate various computer programmes. During a literacy lesson in Year 1, for example, pupils used the mouse effectively to access various pictures, and moved them so that they matched the appropriate text to describe particular illustrations. As they progress, pupils use their increasing skills very effectively to work through well-selected programmes to support their learning in different subjects. By the age of seven, pupils show good keyboard skills. Most are able to type out simple text. They amend the text by deleting a mistake, use the space bar correctly, alter the size and colour of the font, and use the shift key appropriately to change from lower case to capital letters. The work produced during the year demonstrates these skills clearly, as well as an increasing ability to incorporate an illustration to enhance the text. Pupils also make good progress in extending their skills in handling information. Pupils in Year 2, for example, produced a block graph to display the results of a class survey on how pupils travel to school. During their time in the school, pupils develop an appropriate understanding of control technology. They are able to enter a set of instructions to programme a robotic toy to travel certain distances and change direction.
- 126 The recent increase in opportunities for pupils to access the Internet serves to further their awareness of modern technology and its uses. The imaginative use of ICT to support work in English and mathematics has a positive effect on the development of pupils' literacy and numeracy skills. In other subjects, pupils increasingly use ICT to support their work. A good example of this was provided when Year 2 pupils used a computer programme to produce some good quality designs and patterns as part of their work in art and design.
- 127 The quality of teaching is good. The most effective teaching takes place during work in other lessons, such as English and mathematics, often taken in the computer

suite, when pupils work on computers as supporting activities for the main lesson. Tasks in ICT are pitched at an appropriate level to challenge pupils. Pupils respond very positively. They talk confidently about the work they have produced and take a pride in their achievements. Relationships are very strong. Pupils work together very effectively, often helping one another during work on computers. Teachers and support staff have worked hard to increase their personal expertise in the subject. This is an important factor in promoting the good rate of pupils' progress. The highly effective work of the co-ordinator has contributed significantly towards improved provision in the subject since the last inspection. In addition, the pupils now benefit greatly from the use of the computer suite and access to good quality resources.

MUSIC

- 128 By the age of seven, pupils achieve standards in music which are appropriate for their age and similar to those found in the last inspection. Pupils at all levels of attainment, including those with special educational needs, make good progress during their time in the school. The programme of work meets the requirements of the National Curriculum and ensures that all pupils, irrespective of gender, race, background or ability are appropriately included and involved in all aspects of the work in music.
- 129 Pupils develop good listening skills as they progress through the school. This was evident during a lesson in Year 1, for example, when pupils responded appropriately to a range of sounds played on the glockenspiel, and were able to clap in impressive rhythmic patterns.
- 130 Pupils make significant progress in extending their music vocabulary. In one lesson, for example, they showed a good understanding of minims, crotchets and quavers, when responding to their teacher's questions, and understood the meaning of the word "beat". Another good feature, in the same lesson, during the song "Clap to the Beat", was the pupils' ability to appraise their own and each other's rhythmic contributions.

- 131 Solo and group singing, often with co-ordinated actions, provide pupils with a sense of enjoyment as well as supporting their progress in music. The pupils respond positively, and show a good ability to sing high and low, loud and quiet, and fast and slow.
- 132 The quality of teaching is good. Teachers have a good knowledge of the subject and know how pupils learn. Lesson planning is detailed and follows the guidance provided by the National Curriculum. Teachers use a good variety of methods to stimulate pupils and sustain their interest. The pupils' work is assessed effectively as lessons proceed, and this information is used to inform future curriculum planning. The subject is well resourced with a very good range of tuned and untuned percussion instruments. Pupils are well motivated and enjoy music lessons. They work well as a class and in small group activities. They are well behaved and handle the resources they use with care. The pupils' musical experience is enhanced significantly through their participation in school productions, such as the Christmas Nativity and a music and arts festival, in which pupils perform for pupils in Lister Junior School.

PHYSICAL EDUCATION

- 133 Standards in physical education are generally appropriate for the age of the pupils. In all lessons, the vast majority of the pupils, including those with special educational needs, make good and on occasions exceptional progress because of the high calibre of the teaching. This reflects a similar picture to the last inspection.
- 134 In dance lessons, the pupils understand how to find and use space effectively. They demonstrate increasing control and co-ordination, moving with imagination in response to well chosen music. The good quality teaching enables the pupils to understand how to devise interesting starting positions and to develop their dances by changing the level and direction of their movements. The pupils make good progress in developing techniques which they use sensitively in their dances. For example, in a Year 1 class, the pupils were helped to devise a 'Sun' dance. They were highly successful in interpreting the mood of the music, using facial expressions, bodily gestures, and well thought out movements to depict the rising sun and the passing of clouds across its face. The spirituality of the occasion was captured in the remark of one pupil who asked, "Can you please play that lovely music again?"
- 135 By the age of seven, the pupils make good progress in games. They develop appropriate ball skills and know how to travel, send and receive a ball in a variety of situations. For example, in a Year 2 class they used a unihoc stick to dribble a ball around obstacles. They showed increasing control and co-ordination in keeping their sticks close to the ball.
- 136 The quality of teaching is satisfactory and on occasions is of a high calibre in dance. Excellent planning and a high level of subject expertise underpin this outstanding teaching. The pupils are taught techniques and skills which enable them to express and communicate their ideas and feelings in imaginative movement patterns. In all classes, the pupils are helped to understand and describe how their bodies feel after different types of exercise. Lessons are generally taught at a brisk pace and the pupils respond positively, putting in much physical and mental effort. However, on occasions, too little use is made of evaluation to help the pupils achieve even higher standards.
- 137 The subject is well led and managed and organised so that during the year an appropriate balance is achieved teaching dance, games and gymnastic activities. The

content of the work meets fully the requirements of the National Curriculum and the subject is allocated an appropriate amount of time. The school takes care to enable all pupils, irrespective of gender, race, background or ability to play a full part in lessons. On occasions, pupils with special educational needs are well supported by experienced classroom assistants.

RELIGIOUS EDUCATION

- 138 Standards are appropriate for the pupils' age, and those at all levels of attainment, including pupils with special educational needs, make good progress.
- 139 Effective teaching enables pupils to make good progress in their understanding of creation and the miracle of new life. This was evident, for example, when pupils in Year 1 listened to the story of "The Tiny Seed". They expressed a sense of joy as they looked at sunflower seeds and appreciated the beautiful flowers which would eventually grow from them. Pupils in Year 2 show a good understanding of the meaning of Lent. They make thoughtful suggestions about ways of celebrating Lent, such as sharing, helping others and doing as they are told. The pupils show a growing knowledge and understanding of other religions, and have recently completed work on Hanukkah and the Torah.
- 140 The quality of teaching is good, and lessons are well prepared. Teachers have a sound subject knowledge, and know how pupils learn. Lesson objectives are explained carefully to the pupils, increasing their knowledge of their own learning. Lessons have a strong sense of purpose and move at a good pace. The pupils enjoy the subject and contribute well to lessons. They work effectively as a whole-class, in small groups and individually, and show respect for their own and each others' points of view. Relationships in all classes are mature and productive. Well-planned visits to local places of worship, such as Saint Anne's Church and Bethel Baptist Church, enhance significantly pupils' religious education.
- 141 Standards have improved since the last inspection. The new Liverpool Agreed Syllabus is fully implemented and all pupils receive their religious education entitlement. The subject is well managed and resourced.