

INSPECTION REPORT

**ST. MARGARET MARY'S CATHOLIC
JUNIOR SCHOOL**

Huyton, Liverpool

LEA area: Knowsley

Unique reference number: 104482

Headteacher: Mr P Doyle

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 18th – 21st June 2001

Inspection number: 192665

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Pilch Lane Huyton Liverpool Merseyside
Postcode:	L14 0JG
Telephone number:	0151 228 7050
Fax number:	0151 252 1674
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. G. B. Proctor
Date of previous inspection:	3.3.97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	Geography	The school's results and achievements. How well are pupils taught. What could the school do to improve further. English as an additional language
31729	Mr B Harrington	Lay inspector		Pupils' attitudes and values How well does the school care for its pupils How well does the school work in partnership with parents
3687	Mr G Bancroft	Team inspector	English.	How well is the school led and managed
12997	Mrs C Cheong	Team inspector	Mathematics	
27324	Mrs D Crow	Team inspector	Art and design. History.	How good are the curricular and other opportunities offered to pupils. Equal Opportunities
8103	Mr R Gallear	Team inspector	Design and technology Information and communication technology.	
20301	Mr P Isherwood	Team inspector	Science	Special educational needs
23977	Mrs A Smith	Team inspector	Music. Physical education.	

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Margaret Mary's Catholic Junior School is in Huyton in Liverpool and in the Knowsley Local Education Authority. It admits boys and girls from the local parish and with 507 pupils aged seven to eleven is much larger than most schools. Twenty five per cent of pupils are eligible for free school meals, which is above the national average. Almost all the pupils are of white ethnic heritage with less than one per cent of pupils having English as an additional language. There are currently 121 pupils on the school's special educational needs register; which is slightly above average. There are 8 pupils with statements of special educational need; which is just below average for this size of school. The attainment of pupils on entry to the school is generally average and the school is in an area of average economic circumstances. The school is popular and has a good reputation in the area.

HOW GOOD THE SCHOOL IS

This is a good school with a very caring ethos. Standards of attainment when the pupils leave the school are generally average except in science and art and design where they are above average and in geography where they are below average. Pupils achieve well in English, mathematics and science. The quality of teaching is good, as is that of the leadership and management of the school. The school provides good value for money.

What the school does well

- Standards in science and art and design are above average by the time the pupils leave the school.
- The attitudes of the pupils to school are very good.
- The quality of teaching is good and the pastoral care of pupils is very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good and there is very good provision to develop the pupils' understanding of equal opportunities.
- The school works very well with parents.
- There is good leadership of the school and management is smooth and efficient.

What could be improved

- The balance of the curriculum in the allocation of time for the teaching of each subject.
- The effectiveness of the schools' systems for the monitoring and evaluation of work.

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 maintained the many pastoral strengths seen in the last inspection and made mostly good improvement in other important areas. The quality of teaching and leadership has been maintained and the pupils continue to have very positive attitudes to school. The school now makes good use of computers to support the development of the teaching of information and communication technology and meets the statutory requirements in the subject. The Governing Body now has a suitable committee structure in place and is further developing its role in school improvement. The school has a satisfactory range of books and artefacts to support teaching. Attendance registers now comply with legal requirements. The playground surface and the school drainage have been improved with the move to the new school site. The school has an outstanding resource in the development of "A Quiet Place" for the support of pupils and their families. However, the school has made

only limited progress in introducing assessment in the foundation subjects and whilst there has been some improvement in the procedures for monitoring teaching and learning and the use of assessment information more remains to be done in these areas. Whilst the attainment of pupils in English and mathematics is average and reflects the standards seen in recent national tests there has been a slight fall in the high levels seen in the last inspection. This is largely because of the growing number of pupils with identified special educational needs. The staff and Governing Body are fully committed to the school and the capacity for further improvement is good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	D	C
mathematics	C	C	C	B
science	B	D	A	A

Key

well above average A

above average B

Average C

below average D

well below average E

The table shows the school's results in the National Curriculum tests in 2000 for pupils aged eleven. Attainment in English was below the national average when compared to schools with similar numbers of pupils entitled to free school meals. Standards in mathematics were average when compared to all schools and above the average of those with similar features. The highest standards achieved were in science where attainment was well above both the national average and that in similar schools with an impressive proportion of pupils achieving above average standards. The 2000 results show a largely improved picture from 1999 when standards were below those in previous years for which comparable information is available. This is largely because of the differing number of pupils with special educational needs. Inspection findings generally reflect the 2000 national tests.

Inspection findings are that pupils attainment in English and mathematics is average but within this overall judgement standards in reading are good and most pupils read well. Standards in science and art and design are above average. Early indications from the 2001 national tests show that attainment in English has risen considerably from that of last year and that in mathematics and science has remained similar. By the time the pupils leave the school attainment in information and communication technology and all other subjects with the exception of geography is average. When pupils enter the school assessment information shows that whilst most are achieving the nationally expected Level 2 relatively few pupils have higher levels of achievement within this level especially in writing. Most pupils make good progress in the range of subjects as they move through the school and especially in science where many achieve well. The provision and support for pupils with special educational needs is good and as a result these pupils make good progress towards the targets identified in their individual education plans. The school's targets in English and mathematics were achieved last year and this years whilst more demanding are achievable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school; they are well motivated and have positive attitudes to their learning.
Behaviour, in and out of classrooms	Good. The behaviour of the very large majority of pupils is good and most concentrate well. Pupils are polite and courteous and are self-disciplined. There is a notable absence of bullying, sexism and racism and this has an impact on creating a purposeful learning environment.
Personal development and relationships	Good. Relationships are good and pupils work well together. Occasionally some girls are less forthcoming than boys and contribute less to lessons. Pupils take on responsibilities happily but there are only limited opportunities for pupils to show initiative and make choices in their learning.
Attendance	Satisfactory. The majority of pupils arrive punctually and attend school on a regular basis but some families choose to take holidays in term time which affects the progress their children make.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
105 Lessons seen overall	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 quality of teaching is good. This judgement maintains the overall standard seen in the previous inspection although there is now a greater proportion of teaching that is very good or better and less that is unsatisfactory. During the week of inspection teaching was excellent in two per cent of lessons, very good in twenty three per cent, good in fifty three per cent, satisfactory in twenty per cent and unsatisfactory in only two per cent of the lessons observed. The school has successfully implemented the National Literacy and Numeracy Strategies and teaching in English and mathematics is good. The highest proportion of good teaching is in science due to the high level of interest and personal expertise of a good number of staff which has led to very focused teaching in the subject. In most lessons throughout the school pupils make strides in their learning and this is reflected in the generally good progress that they make. In most instances work is set at an appropriate level which means that pupils of all abilities, including those with special educational needs, make good progress. The quality of teaching ensures that there is generally little underachievement, which is particularly reflected in the number of pupils who do well in science. In the small number of lessons where teaching is unsatisfactory, and to some extent in otherwise satisfactory lessons, ineffective management and organisation of pupils allow several to wait for the teacher's attention or their turn in a task and their concentration to drift.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has a suitably broad curriculum. There is a strong emphasis on literacy and numeracy and the school chooses to make provision for the teaching of French. There is less time available for some year groups in subjects including geography, music and physical education than is usual and this results in a lack of balance in the curriculum and limits attainment in some subjects.
Provision for pupils with special educational needs	Good. The school has developed good systems for the identification and support of pupils with special educational needs. The targets in pupils' individual education plans are well focused.
Provision for pupils with English as an additional language	A tiny minority of pupils in the school speaks English as an additional language and all speak English fluently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for each of these areas of the pupils' development is very good and a considerable strength of the school. The school does much to promote sensitivity and pupils' knowledge and understanding of others' feelings and experiences.
How well the school cares for its pupils	The quality of the pastoral care of the pupils is very good. The assessment of pupils' work is satisfactory overall but with considerable variation in the procedures in the non-core subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership skills of the headteacher and deputy headteacher are complementary in managing relationships with the community and school organisation. The school is managed efficiently.
How well the governors fulfil their responsibilities	Good. Governors are very supportive of the school and meet the legal requirements placed upon them and are beginning to develop their direct involvement in school life well.
The school's evaluation of its performance	Satisfactory. The monitoring and evaluation of standards in core subjects of the curriculum are efficient but less rigorous or effective for other subjects and areas of the schools' work. There is room to extend the governors' direct involvement in monitoring the work of the school to give them more first hand knowledge of the quality of education provided.
The strategic use of resources	Good use is made of staff expertise especially in the teaching of science and the accommodation and school finances are used effectively. The school applies the principles of best value to purchases well and has an outstanding resource in the development of "A Quiet Place" for supporting pupils and families.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That pupils like coming to school.• That the school expects children to work hard and achieve their best.• The quality of teaching is good	<ul style="list-style-type: none">• Greater consistency in the giving of homework.• The school working a little more closely with parents.

Parents are generally extremely supportive of the school and inspectors agree with the positive views they express. Whilst there are some minor inconsistencies in the giving of homework this is used in a satisfactory manner and staff are beginning to monitor its effectiveness. Inspectors feel that the school works very closely with parents and keeps them well informed and attempts to involve them in a wide variety of activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Inspection findings show that pupils aged eleven are attaining standards in English and mathematics that are average for their age. The numbers of pupils achieving the national average has increased since the last inspection but has not always kept pace with national improvements. This is largely because of an increased number of pupils on the schools register of special educational need. In this school in 2000 73% of the pupils achieved the nationally expected benchmark of Level 4 or more in English compared with 59% at the time of the previous inspection. Early indications from the national tests of 2001 indicate that 81% of pupils achieved the national expectation. Similarly in mathematics 76% achieved the national expectation in 2000 compared with 69% in 1996. Standards in science are above average, which maintains the findings of the previous inspection. The 2001 tests indicate standards have remained virtually the same as the previous year in mathematics and science. A growing proportion of pupils is on line to achieve above average standards in a range of subjects and especially in science.
2. The pupils enter the school with attainment that is broadly average. Most have achieved the national benchmark Level 2 at the end of Key Stage 1, but their attainment is often at the lower end of the level and relatively few have attainment above the average especially in writing. The large majority of pupils including those with special educational needs and English as an additional language make good progress as they move through the school especially in core curriculum subjects. The majority of pupils achieve well.
3. When pupils enter the school most have a reasonable grasp of the skills of early reading. However, skills in speaking and listening and in writing are more variable and whilst the pupils make good progress in each aspect of English, they leave the school with better reading skills. The school has recognised that standards in speaking and listening and writing although improving are not yet high enough and has prioritised these areas for whole school development. When results over a three year period are examined pupils' performance was below the national average in English and although boys did better in 2000 than girls there was variation in other years.
4. In 2000 standards in English were below the national average but average when compared to schools with similar proportions of pupils entitled to free school meals. The recent focus upon the development of English skills led to a rise in the results in the end of key stage national tests in 2000 from those of 1999, which were well below the national average. In 2000 standards were average when compared to schools with similar characteristics based upon the entitlement to free school meals. The school has implemented the National Literacy Strategy appropriately and teaching in English is now good. The progress that has been made in the last year or so owes much to the good quality of teaching and the positive attitudes of the pupils. Parents are very supportive of reading and this impacts positively upon the standards of attainment across the board.
5. Pupils' skills in speaking and listening are average. The majority speak confidently although not always with grammatical accuracy. Most teachers are working hard to enable the pupils to develop a wide and accurate vocabulary based upon standard English in order that pupils can choose an appropriate form of address for different audiences. However, some pupils and particularly some less confident girls rarely

contribute to class discussions and this is an area for further development. The quality of pupils' writing is generally average and staff are working to develop greater grammatical accuracy and correct spelling strategies. Most pupils read well and enjoy a wide range of fiction and nonfiction materials.

6. In the last four years pupils have attained better and more consistent standards in mathematics than in English with girls often out performing boys. Standards have been in line with the national average and in 2000 were above average when compared to similar schools. Pupils' mental calculation skills are average and are developing well through the focus in the first part of most lessons. The school has appropriately introduced the National Numeracy Strategy and the well prepared different parts of each lesson are providing pupils with a good range of activities in which to develop the range of mathematical skills. Pupils achieve well in mathematics.
7. Pupils achieve particularly well in science. The attainment of pupils in science has often been higher than the national average and above that in other subjects. This owes much to the fact that an unusually high proportion of staff has initial qualifications and interest in the teaching of the subject. This combined with good quality planning and pupils' very positive attitudes to the subject leads to pupils making good progress and achieving well. In 2000 there was a very high proportion of pupils achieving above the national average in end of key stage tests and standards were well above both the national average and those of similar schools. Pupils have enquiring minds and conduct observations and experiments carefully.
8. The attainment of pupils in information and communication technology has improved since the previous inspection of the school and is now average. Attainment has been boosted not only by the development of a well equipped computer suite but also extensive support to teachers to raise their own level of subject knowledge although more remains to be done. Each teacher also has the use of a laptop computer, which has helped raise their confidence in preparing a range of activities. The quality of pupils' learning is satisfactory and improving.
9. Standards in art and design are above average and pupils make good progress in the development of a range of skills in using different art materials and techniques. This maintains the standards and progress seen in the previous inspection. Standards in design and technology, history, music and physical education are average and the quality of pupils' learning is satisfactory. Although pupils make satisfactory progress they could achieve better in some subjects including history, geography, music and physical education if time allocations were better. By the age of eleven standards in geography are below average due to a gap of twelve months in planning activities for the oldest pupils. They undertake no work in geography from the spring term of Year 5 until the summer term of Year 6 and so make unsatisfactory progress in the subject.
10. The achievement of the majority of pupils is good. School information indicates that many pupils enter the school with standards that whilst average overall are on the low side of average and leave school with attainment on the higher side of average. The best progress is made in science. The oldest pupils often make good progress through the setting arrangements for English and mathematics that enable the pupils to work alongside those of similar abilities. This generally provides a good and appropriate level of challenge for all pupils. The school targets of around 67% of pupils to achieve the national average in 2000 in English and mathematics were exceeded. The targets for 2001 of 77% to achieve the standard in English and 80% to achieve this in mathematics are demanding but achievable given the cohort of pupils and improvements in teaching.

11. Pupils with special educational needs make good progress towards the targets in their individual educational plans. The progress these pupils make in English and mathematics is particularly good because work is set at the right level and teachers and other staff give the pupils good support. Pupils with special educational needs have good attitudes to their work and this has a positive effect on the progress they make. The very small number of pupils with English as an additional language make similar progress to their classmates in all subjects.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes to school and to their work. They are generally enthusiastic workers and persist when tasks become difficult. They are especially responsive when they are challenged by good teaching and when they are stimulated by topics that are presented in an interesting manner. Most pupils are keen to come to school and several arrive early to help their teachers to prepare their classrooms for the day. An extremely large proportion of parents who responded to the pre-inspection questionnaire agree that their children like coming to school.
13. Pupils' behaviour is good and they respond well to the school's expectations for good self discipline. In lessons and in assemblies, they are attentive and respectful to their teachers, and show that they understand the rules and needs that govern a civilised society. They play very well together at traditional and modern games, developing positive relationships which carry over to lessons where they work cooperatively through sharing resources and ideas. This has a positive impact on their learning. Pupils are tolerant of the need to take turns in the dining hall, and recognise that care is needed when a large number of pupils are moving about the school. They readily hold doors open for adults and one another, and step aside for others to pass when such action is appropriate. There were no incidents of oppressive behaviour noted during the inspection, but the school has recently excluded a pupil for unacceptable behaviour after all other courses of action had been exhausted. Almost all parents consider behaviour in school to be good.
14. Pupils are generally confident, have established good relationships with their teachers and one another, and are prepared to discuss their work and interests with adults in a mature manner. This has a positive impact in creating a good climate for learning. They are keen to undertake monitorial duties and are prepared to use their initiative, but there are few opportunities provided for them to undertake independent work and to manage their own learning through such activities as topic research. Almost all parents agree that the school is helping their children to become mature and responsible.
15. The rate of attendance is satisfactory. It is similar to the national average and has been maintained at this level over a number of years. However, a number of families take holidays in term time, which disrupts the education of these pupils. The rate of unauthorised absence is higher than the national average. There are only a few pupils who arrive after the start of school, and the school monitors such lateness. Registration is carried out efficiently at the beginning of each session.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good and has a significant impact upon the quality of pupils' learning and the progress made. This maintains the overall judgement of the previous inspection although there is now a greater proportion of teaching that is very good or

better and less that is unsatisfactory. During the week of the inspection teaching was excellent in 2 per cent of lessons, very good in 23 per cent, good in 53 per cent, satisfactory in 20 per cent and unsatisfactory in 2 per cent of the lessons observed. There is good teaching across the school and three out of four lessons in each year group was taught well. In most lessons the teaching enthuses the pupils and promotes in them a desire to learn new facts and skills.

17. The National Literacy Strategy has been effectively implemented across the school and the quality of English teaching is good with some very good and excellent teaching also seen. During the inspection the shared work was taught well and the summary session at the end of lessons used productively to consolidate and extend learning. Teachers stimulate an interest in reading through their own enthusiasm for stories. This love of books is passed on well but on occasion the teaching of phonic skills to older pupils to enable them to work out unfamiliar words could be developed further. Across the school teachers provide good opportunities for pupils to discuss the style, characters and plot of a range of texts that the class shares. Teachers plan many activities within the Literacy Hour for discussion but sometimes do not place sufficient emphasis on standard pronunciation and vocabulary to give pupils choices in the manner in which they address others. Some teachers are very accepting of colloquial speech such as pupils saying "Miss" repeatedly in a sentence, whilst other staff attempt to promote more standard forms of speech and personal address. Teachers plan many effective opportunities to develop writing across the curriculum including in science and history and in using information and communication technology.
18. The National Numeracy Strategy has also been implemented in an effective manner and this is playing an increasingly important role in helping raise standards. The school benefits from the expertise of two leading mathematics teachers for the area and teaching in mathematics is consistently good and often better. Teachers know how to teach basic numeracy skills well. Lessons have a good structure that involves whole class activity, group work and a summary session. The opening mental agility activities that are a feature of lessons are encouraging pupils to explore different strategies to answer a given problem quickly. This is exemplified in Year 6 where pupils get a lot of enjoyment from trying to beat the two minute barrier for answering series of calculations and in trying to get near the target achieved by another Year 6 group. The pupils respond to these activities well and readily help their friends in an atmosphere of enjoyment rather than of pressure.
19. The quality of teaching in science is good overall with some very good and excellent features. The quality of teaching is greatly boosted by the high number of staff with initial qualifications and an interest in science. This has a significant impact upon the manner in which teachers plan science activities. Teachers' own enthusiasm for the subject often shines through and infects the pupils who have very positive attitudes to the subject. This was well illustrated in an excellent lesson recognising the difference between solids and liquids in Year 4 where the teacher encourages the pupils to close their eyes and "magic's them" high so that they can see how a grain of sand moves. Teachers have high expectations of what the pupils can achieve and make particularly good use of questions not only to check pupils' understanding but also to encourage them to further develop a scientific vocabulary.
20. The teaching of information and communication technology is satisfactory overall and has considerably improved since the first inspection of the school. The quality of teaching has not only been boosted by the development of the computer suite but teachers' individual skill level has been supported by the acquisition of a laptop computer for each teacher. This has considerably raised teachers' knowledge and understanding of the capability of computers as a tool to support learning. Teaching of

the subject has benefited from the work of a consultant who supports teachers on an individual basis, helping to raise the quality of planning and subject knowledge. Teaching also benefits from the employment of a technician to support day-day activities. However, the use of information and communication technology is less effective in some subject areas including mathematics and science.

21. The teaching of art and design and physical education is also good with teachers' enthusiasm for these subjects being transmitted to the pupils. Teaching in all other subjects is satisfactory overall and with a significant proportion in many subjects being good. Teachers are particularly good at praising pupils and encouraging all to do their best. Verbal feedback to pupils is good.
22. The consistently good teaching especially in the core subjects of the curriculum leads to pupils making good gains in their learning. The teaching of literacy and numeracy across the school and within other subjects is good. The teaching of pupils with higher and lower abilities is well considered in core subjects. The organisation of setting arrangements for the teaching of literacy and numeracy activities ensures a suitable level of challenge for different groups of pupils. Pupils make good progress as they move through the school and most achieve well. A particular strength in the quality of teaching is the very effective and often warm relationships that staff have with pupils and the very good management of pupils. This ensures that lessons are conducted in a calm and very supportive manner, which encourages pupils to do their best and work hard. This is noted by parents with 99% of those who responded to the inspection questionnaire believing that the school expects pupils to work hard and do their best and 98% believing teaching in the school is good.
23. Teachers are very aware that in a large school the quality of planning and teaching needs to be equitable to ensure that pupils have equal opportunity to make progress. Teachers have begun to make use of assessment information from Key Stage 1 although staff are not as familiar with this information or use it as well as they could to inform planning. On occasion this limits the amount of challenge in some activities and impacts upon the quality of pupils' learning. The subject coordinators and teams of teachers with responsibility for the subject or year group often carry out the medium term planning to identify the work to be taught in different parts of the school year. This is a good strategy and generally ensures lessons are planned well. Whilst the planning of teaching is usually good there are some issues within the planning of some subjects. There is a year between the teaching of geography in some parts of the school and it is difficult for teachers to maintain continuity in pupils' learning, which affects the rate of progress, made. The monitoring of planning, teaching and learning whilst satisfactory overall is not sufficient or rigorous enough in the foundation subjects and this is a key issue for further development.
24. In the small number of lessons where teaching is unsatisfactory and to some extent in otherwise satisfactory lessons the use of time is variable. Occasionally teachers spend too long talking without actively involving all pupils. This is notable in the lack of involvement of some girls. A small number of girls lack the confidence to put forward their ideas and occasionally take little active part in the first half of some lessons. The organisation and management of pupils in lessons is also too informal in a small number of lessons. Occasionally because pupils are encouraged to wait for the teachers' attention or to take turns in an activity some spend quite an amount of time not involved in the planned activity. Not all teachers have developed opportunities for pupils to become independent learners and make choices in their own learning and occasionally some pupils wait to be told what to do next.

25. The school generally meets the needs of all pupils taking account of age, gender, ethnicity, capability, special educational needs, and those for whom English is an additional language. In almost all lessons different activities are planned for different groups of pupils and in many English and mathematics lessons for older pupils setting arrangements are made so that pupils of similar ability work together. These are all suitable strategies that provide an appropriate level of challenge for the pupils and boost the quality of pupils' learning. There is no specific additional teaching of the very tiny number of pupils for whom English is an additional language as these pupils are fluent in their home language and English. The school has not specifically identified any gifted and talented pupils but has good formal and informal procedures to support all pupils.
26. There is early identification of pupils with special educational needs. There are good quality individual education plans. Almost all targets are clear and measurable, for example being able to read a certain number of words or read, write and order particular numbers. Individual education plans are linked particularly well to the English and mathematical aspect of the National Curriculum. Teachers are very aware of the needs of the pupils. In lessons, pupils with special educational needs are well supported both by teachers and support assistants. This support ensures that these pupils make good progress in their learning. In English and mathematics the teachers set work at different levels to ensure that pupils with special educational needs make progress in line with the rest of the class.

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

27. The quality and range of the learning opportunities offered to the pupils are satisfactory overall. The school is meeting its statutory obligations with regard to the curriculum. Provision is similar to that found at the time of the previous inspection. However, too little time is allocated to teaching in some of the foundation subjects such as music, physical education and some aspects are not covered in sufficient depth. For instance, there are long periods of time in Years 5 and 6 when pupils do not receive any teaching of geography. This leads to a lack of continuity in the learning of the subject and standards achieved by pupils are below national expectations. The school chooses to make provision for the teaching of French which is not a required element of the National Curriculum. Whilst the school is keen to offer teaching in French, staff are very wisely considering whether sufficient time is available and if French should be part of the schools' extra curricular provision. The provision for pupils with special educational needs is good.
28. The school has made effective provision for teaching the basic skills of literacy and numeracy and it has successfully implemented the National Literacy and Numeracy Strategies. Small groups of pupils throughout the school are provided with additional literacy support. Groups of pupils in Year 5 are provided with additional support in numeracy through the Springboard project and, in Year 6, some pupils receive support in numeracy through booster groups. These have had a positive impact on their learning.
29. Satisfactory long and medium term plans for individual subjects are in place and take appropriate account of national guidance. However, the monitoring of the curriculum whilst conscientiously conducted has not sufficiently identified issues of curriculum imbalance. The curriculum is enriched well by visits to places of interest and there are opportunities for pupils to participate in residential visits. For example, pupils in Year 4 visit Colomendy, in Year 5 they visit Llandudnod and in Year 6 the Outward Bound

Centre at Ullswater. Visitors to school also enrich the curriculum. During the time of the inspection, a theatre group gave a presentation of Hamlet to Year 6 pupils. The pupils thoroughly enjoyed the presentation and it provided a very effective means of bringing to life the text of Shakespeare.

30. Equality of opportunity is a strong feature of the school overall and the school provides very well for the needs of all pupils regardless of gender, race and background. However, some teachers do not ensure that boys and girls get or take equal opportunity to contribute in class discussions. A biennial equal opportunities fortnight is held which effectively raises the profile of equal opportunities within the school. During this time pupils are provided with very good opportunities to participate in a wide range of activities and workshops, for example an African dance workshop and a disability workshop.
31. The school offers a very good range of extra curricular activities for all pupils. This includes extensive sporting and musical activities in addition to drama, quiz, and computer clubs. Pupils benefit from the healthy exercise routines involved and the social aspects of teamwork and shared experiences. Older children have the opportunity to attend residential activity weeks, which further develop their social skills. Further activities are offered through community based schemes and the home school association. Despite the school's efforts, a small number of parents think that the school does not offer a sufficiently interesting range of activities outside lessons other than sport.
32. The school makes good provision for pupils' personal, social, and health education. The 'Education for personal relationships' activities provide pupils with guidance in personal and social issues relevant to their ages. This programme is supported by aspects of the science and religious education curricula, through circle time, and during the equal opportunities study week. Formal presentations of sex education, drugs awareness and healthy eating make good use of outside support groups, the school nurse and local athletes. Pupils take part in a local initiative on citizenship and receive the acknowledgement of the mayor. Pupils' social development is encouraged through select paired working in lessons and encouraged during residential courses.
33. There are good links with the community, which extend pupils' opportunities for learning and provide them with a sense of belonging to the area. Pupils attend church services, in company with the infant school, to celebrate the major Christian festivals. Masses are said in school for each class and year group, and Holy Days are celebrated with voluntary masses in school. The community uses the school building on most weekday evenings for drama, football training, and guides and brownies. The school choir hosts a choir festival in church, and visits local homes for the elderly to entertain the residents.
34. Regular management, curriculum and pastoral meetings are held with members of the infant school's staff to ease the transfer of pupils, in addition to the visits made by Year 2 to meet their new teachers, visit classrooms and to attend a school assembly. There are well established arrangements for the transfer of pupils to high school, and these are detailed within the school's prospectus. A high school jazz band visits the school to perform their music. Each year, the school welcomes a number of students from a local university to undertake initial teacher training.
35. Good links with other local schools extend pupils' understanding of equal opportunities and this supports pupils' personal development and learning well. High school and special school pupils join older pupils for the residential activity week. Year 3 pupils have been involved with the integration of a pupil from a special school and have

visited her school as part of this programme. Year 4 pupils have visited a school for the blind as part of their equal opportunities studies, which also included a visit to school by one of the blind teachers. In alternate years, the school features an equal opportunities week during which visitors from a wide range of backgrounds visit the school to share their experiences with pupils. In this way, pupils are gaining an awareness of the diversity of cultures through song, dance and storytelling, and are being prepared for the multicultural society in which they live. Parents are appreciative of this work which they believe makes a lasting impression upon their children.

36. Pupils with special educational needs have full access to the curriculum. They are fully included in all aspects of the school life and this has a positive effect on progress. When they are withdrawn from lessons it is part of a well thought out programme. The provision for pupils with special educational needs is good. Outside agencies, such as the educational psychology service, Knowsley Central Primary Support Centre and the hearing impairment service have a very positive impact on the school's curricular provision.
37. Since the time of the last inspection the school has maintained the very good standard of provision for pupils' spiritual, moral, social and cultural development. This provision has been enhanced by the initiatives related to Equal Opportunities, Health Education and EPR (Education for Personal Relationships). In addition, the 'Quiet Place' has significantly improved the school's ability to support pupils' personal development.
38. The school's provision for spiritual development is very good. Pupils are encouraged to be sensitive to the needs and feelings of others; as exemplified when a pupil asked for a hearing device used by the teacher, so that she could support her deaf friend with some numeracy work. Classrooms have quiet areas set aside where pupils can go to reflect, and these are well used, for example in one class pupils expressed a desire to pray for relatives who are ill. Pupils are given plenty of opportunities by teachers to reflect on and appreciate the wonder and excitement of many aspects of the curriculum, such as in their sense of achievement in working with clay and making pots. Throughout the week, pupils were encouraged to reflect and celebrate their talents, in a Year 5 class; pupils burst into spontaneous applause when one of them improved his performance in athletics.
39. Provision for pupils' moral development is very good. Pupils are aware of what is acceptable and unacceptable and understand the differences between right and wrong. The school's code of conduct based around the theme of RESPECT pervades every area of school life and assemblies are used to praise pupils for their adherence to it. The "Quiet Place" enables pupils to discuss either individually; in small groups or as a whole class any issues related to inappropriate behaviour. This enhances pupils' abilities to make choices and decisions about themselves and their place in the school community.
40. Provision for social development is very good and enhanced by opportunities for pupils to work together in and out of lessons. Good work, behaviour and effort are all rewarded. Relationships in school are very positive; pupils work and play happily together and demonstrate respect for adults and for each other. Through extra curricular sporting activities pupils learn the values of team identity and the need for working together. An extra curricular club for citizenship has developed pupils' knowledge about their community, and they have been active in working in the local area on a number of projects. In a circle time session in the "Quiet Place", pupils discussed friendship and qualities of trust and caring for people who need help. Residential activities develop pupils' self knowledge, work displayed showed insights

into pupils' thoughts on 'what I have found out about myself and 'my biggest achievement.'

41. The cultural provision for pupils' learning is very good. Since the last inspection, opportunities have been widened for pupils to experience the richness of other cultures through the Equal Opportunities weeks. Year 3 pupils have been involved in African dancing; pupils in other year groups have experienced Caribbean poetry, African musical instruments and Indian dance. In religious education, pupils learn about other faiths and festivals, whilst in music, art and literacy they consider the works of great musicians, artists and writers from around the world. The school has links with a school in Rwanda, classes regularly exchange letters and raise money for their African friends. Pupils speak with understanding of the plight of those in third world countries who are not as fortunate as them. Work on understanding the cultural diversity of the local community is less well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school's procedures for ensuring the health, safety and welfare of all pupils are very good, and a significant feature of the work of the school. The deputy headteacher has been nominated to deal with issues relating to "looked after children" and child protection. A governor who is the parish co-ordinator for child protection and the school nurse supports her in this role.
43. The school is a safe and secure place. A risk assessment of the premises is conducted regularly, and the health and safety representative, and the site manager, both of whom are members of the governing body's premises sub-committee, review this. Two members of staff have been trained in first aid, and several members of staff have received training in the management of pupils with diabetes. Staff have also received training in teaching pupils with hearing impairments. The school recognises the dangers to pupils in stockinged feet arising from foreign objects on the floors of classrooms and is very wisely reassessing current arrangements for removing shoes on each entry and exit of the school to save both time and possible injury.
44. The school has a satisfactory range of assessment procedures overall with some strengths and areas for further development. There are good procedures in place for assessing and then tracking pupils' progress in the core subjects of English and mathematics but less formalized systems for non-core subjects. In addition to the statutory tests at the end of Key Stage 2 the school uses optional tests in Years 3, 4 and 5 and further reading and spelling tests in September and January each year. There are also weekly class spelling and mental arithmetic tests. Through this effective range of testing procedures, the school has a good knowledge of the attainment levels of all pupils in English and mathematics. Equally good are the procedures the school uses to track pupils' progress in these subjects. Records of these tests are passed to the next teacher and often used to inform planning so that any dips in pupils' individual level of performance can be identified and appropriate support provided.
45. The assessment co-ordinator has copies of all class records that are effectively used in determining the 'setting' for English and mathematics in Years 5 and 6. Currently the system is largely paper-based though senior staff recognize the advantages of a computer-based system which the school plans to introduce in September of this year. Attainment and progress are monitored in Science through internally devised tests at the end of each topic. In addition the school has portfolios of work in English, mathematics and science to help teachers more accurately assess pupils' levels of attainment. Systems to assess pupils' performance in other subjects of the curriculum,

which could make a major contribution to raising standards by ensuring planning meets the needs of pupils who make different rates of progress, are not in place. The informal systems used to monitor the progress made in other subjects make it more difficult to track the progress that pupils make as they move through the school.

46. The use of assessment information is satisfactory overall. The school sees the value of a detailed analysis of both the statutory and optional tests as a means of setting targets for improvement and raising standards. The assessment team, which includes core subject co-ordinators, analyses test data and has started to compare the attainment levels of boys and girls and to look for particular trends in groups of pupils. This information is then used to set specific targets for groups/classes in English and mathematics. Staff have identified the need to extend this further so that information from the analyses can be used to guide and inform curriculum planning and to target for development specific areas within subjects. The school has not yet developed an analysis in terms of how much improvement is made, partly because they are unsure of the baseline at which pupils enter the school, but they have identified this as a development in moving to computer-based records. At present not all pupils are actively involved in setting their own targets for improvement, which would further enhance their learning and make a significant impact on the progress they make.
47. The procedures for assessing the needs of pupils with special educational needs are good. There is a special needs register, which is very regularly reviewed with pupils moving both up and down the register. The class teacher and special educational needs co-ordinator set specific targets for the pupils. Progress towards individual targets is checked regularly and as a result teachers are able to modify targets when necessary. There are good links with the educational psychology service; Knowsley Central Primary Support Centre and the hearing impaired service. The school uses the advice and support from these services very well. Pupils involved in the 'Beacon Initiative' run by the Knowsley Central Primary Support Centre are making good progress in their reading. There are very good links with local special schools. An inclusion programme for pupils from a local special school works well, benefiting both visiting pupils and those at St. Margaret Mary.
48. The support and guidance provided for pupils of all ages is very good. Through the very regular newsletters, pupils and parents are encouraged to improve the attendance rates and are discouraged from taking holidays during term time. A well considered policy of rewards and sanctions provides pupils with the incentives to behave well at school, and to recognise the inappropriateness of oppressive behaviour. Incidents of poor behaviour are monitored by senior staff to ensure the appropriate management of the pupils involved. There are good informal routines in place for supporting pupils' personal development. These are generally related to the close monitoring of pupils by teachers against the school's code of conduct, but have recently been extended to include the use of the "Quiet Place" staff.
49. The "Quiet Place" has been developed to enable the school to provide specialist support for pupils and parents who are experiencing emotional difficulties such as those associated with family difficulties. Although still undergoing evaluation, the "Quiet Place" is used to support all pupils, through circle time activities, in addition to providing support to pupils or parents in need. During the inspection the facility was used in a range of activities including supporting a family in bereavement and is an excellent addition to support the school community.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents have very positive views of the school. Most believe that the school is well led and managed, and that the teaching is good. They agree that the school expects their children to work hard and to achieve their best, and that their children are making good progress in school. A small number of parents do not think that the school works sufficiently closely with parents nor that they are kept well enough informed about how their children are getting on in school. Although the school makes an effort to welcome parents into school and provides daily opportunities for them to discuss any concerns that they may have, a few parents do not feel comfortable about approaching the school with questions or problems.
51. The school has very good links with parents through the weekly newsletter, which provides up-to-date information about life in school and details of forthcoming events. The governors' annual report to parents and the school prospectus provide formal information about school events, and annual progress reports supply information to parents about their children. Parents are encouraged to attend consultation evenings, which are held twice a year and enable discussion of any concerns that parents may perceive.
52. Parents are invited to attend meetings associated with school visits and the sacramental undertakings that their children are involved in, and are also invited to attend feedback meetings which include photographic records of their children's achievements. The school is involved with the Learning in the Community programme whereby parents attend courses such as the art club.
53. A number of parents help in school by listening to readers and helping to organise the library and the school provides tuition for those helpers who listen to readers in school. Home school agreements are in place, and many parents support extra curricular activities, school visits, the book fair, and contribute to school productions by their involvement in costume making. The home school association provides additional funds for school resources through fund raising activities, which are held throughout the year and involve parents, teachers and pupils. Parents provide very good support for the work that pupils carry out at home, and appreciate being invited to the annual leavers' mass.
54. There are good links with parents of children with special educational needs. The teachers inform parents at an early stage if there are concerns about a child's learning. They are kept very well informed about their child's progress and are given copies of individual education plans so they can help develop learning at home. Parents are invited to reviews of individual education plan targets of children at Stage 3 of the special educational needs Code of Practice.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school is good. The headteacher and deputy headteacher work closely together to ensure development is continuous and progressive. They have instituted many effective arrangements to ensure that in this large and lively school the organisation of education is efficient. The complementary skills of senior staff ensure that the different aspects of organisation are combined effectively. The headteacher leads the school well and is an enthusiastic link with parents and the community. A very large proportion of parents feel the school is well led and managed which is testimony to the time and attention paid to the links the school has with the parish. The deputy headteacher leads the organisation and

management of the school very efficiently and has been very effective in enabling the school to implement the many changes since the previous inspection.

56. The strong and effective leadership provided by the Governing Body and the senior staff ensures there is a clear direction for the work of the school, contributing significantly to the standards that are achieved. The Governing Body is dedicated, supportive and very committed to the success of the school. Their contribution is greatly valued by the staff. Together they provide strong commitment to the continued improvement of the school and have a clear capacity to succeed.
57. The school has explicit aims and values and these set the tone for the way it works. The mission statement, to which governors, staff and pupils are committed, underpins much of the work undertaken by the school. This is displayed prominently in classrooms and around the site.
58. The school has well established and effective arrangements to identify priorities and targets for improvement. The Governing Body, headteacher, deputy headteacher and senior managers work together closely to identify areas for development through their committee structure. Subject leaders also work closely with colleagues to identify ways of improving provision in their subjects. Appropriate action is taken to address the issues they identify. Plans are developed showing who is responsible for the improvement, how long the necessary actions will take, the resources that will be needed and the ways in which governors and senior managers will judge the success of the actions and their impact on the standards achieved by pupils.
59. Decisions about those aspects of provision in need of further development are usually identified after careful analysis of the school's results in national tests and consideration of how well pupils are achieving. Arrangements are in place giving subject leaders some time to visit classrooms and analyse samples of pupils' work in order to judge the quality of provision. These arrangements work well for English, mathematics and science, but are developed less well for other subjects and current monitoring sometimes lacks rigour. A senior member of staff monitors curriculum planning very conscientiously but this has not addressed the balance of time allocated to the teaching of some subjects and allowed some curriculum issues to remain unresolved. The monitoring of teaching and learning whilst satisfactory and identified by the school as an area that needs to be extended lacks rigour and is not extensive.
60. Subject leaders also provide good support for their colleagues. The headteacher, deputy headteacher and year leaders are part of this process. They undertake performance reviews of staff annually, setting appropriate objectives for improvement and reviewing the degree of success with which the objectives are met. These processes make a significant contribution to the effective management of the school and to the continued improvement of provision.
61. Governors meet in full all the duties required of them by law. At the time of the previous inspection the committee structure of the Governing Body was not sufficiently effective. A strong and effective committee structure is now in place, covering areas of development such as community, curriculum and policy, finance and staffing, premises, pupils' discipline and resources. These work effectively and governors are kept aware, by the headteacher, of the strengths and aspects for development in each of their areas of interest and responsibility. Governors meetings are sometimes preceded by presentations from members of staff about current initiatives or developments in a subject. These meetings and reports are effective in keeping the Governing Body informed about developments. However, governors do not monitor

the provision closely enough to gain sufficient first hand knowledge in order to make informed judgements about standards and the quality of education.

62. The co-ordination of special educational needs is good. There are good procedures in place to ensure that all pupils with special educational needs receive the help and support they need. The special educational needs co-ordinator has worked very hard since her appointment last year. She performs her role effectively, meeting fully the recommendations of the Code of Practice for special educational needs. However, although there is some time to carry out the role of co-ordination, in a large school this is not sufficient to allow regular monitoring to ensure that teachers use every opportunity to address individual pupils' targets.
63. Financial procedures are well established and contribute to the smooth running of the school. The school's budget is efficiently managed by the administrative officer and senior staff together with satisfactory monitoring by the governing body. Funds provided through specific grants are used well; for example, the standards fund grant supports pupils' learning in literacy and numeracy. This year funding is being spent on providing staff training, additional learning support assistants and booster classes. A trust fund has provided the money for the newly open "Quiet Place". Financial decisions are closely linked to the school development plan.
64. The governors and headteacher give careful consideration to major decisions and this enables the school to make best use of its funds. A member of staff with no direct class responsibility has the important role of covering for staff so that they can fulfil their wider duties in their own curriculum areas. However, he is often taken away from this by covering for absence. The school applies the principles of best value well through comparison, challenge, consultation and competition, and all large items of expenditure are put out to tender. The recommendations of the most recent audit report, minor in nature, have been fully acted upon.
65. The school is well staffed with an appropriate number of teachers and support staff to teach the required subjects of the National Curriculum and to provide support for the differing needs of the pupils. Co-ordinators are in place for all the subjects, they work within teams and have clear job descriptions and team responsibilities. The school employs a dedicated team of support staff all of whom work in close cooperation with class teaching colleagues to support pupils. Administrative and premises staff work hard to ensure the school is efficient and functioning effectively on a day-to-day basis. Technician support in the information and communication technology suite ensures that both hardware and software are working to optimum effect for the benefit of both teachers and pupils.
66. Accommodation is good and this represents a significant improvement since the previous inspection. The school is now in different premises and governors and staff have worked hard to ensure that it is in a good state of repair and appropriate for the needs of primary age pupils and the curriculum which they are taught. Good quality displays enhance the school environment and pupils' learning, valuing their achievements. The creation of a fully equipped information and communication technology suite and the "Quiet Place" provision are worthy examples of the school's good use of accommodation it has at its disposal. Plans are in place for further refurbishment's and to develop the playground area.
67. Curriculum resources are satisfactory overall; any deficiencies noted in the previous inspection have largely been remedied. There is a need to develop large games apparatus in the gymnasium. Resources are used well in lessons to support pupils' learning.

68. Arrangements for the professional development of all staff are good and the school has been awarded Investors in People status this academic year. Staff training arrangements are fully costed and linked to the school improvement plan. Procedures for performance management are in place. The induction of staff new to the school and to the profession is well managed and those staff who have joined the school recently speak highly of the formal and informal support they have been given.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education that the school provides, the Governing Body, headteacher and staff should:

- (1). ensure that an appropriate amount of time is allocated to the teaching of all statutory subjects of the National Curriculum (paragraphs 27,59,112,123,136,140)

- (2) ensure that there is rigorous and systematic monitoring and evaluation of the work of the school in all subjects and areas of work to ensure that all pupils make consistent progress by;
 - extending the use of assessment procedures and information including that from Key Stage 1 (paragraphs 23,44,6,106,111,118);
 - ensuring that senior staff and subject coordinators scrutinise planning to ensure curriculum balance (paragraphs 29,59);
 - ensuring that regular observations of teaching are carried out using recognised criteria (paragraphs 23,59,106,123,130) ;
 - ensuring that all subject coordinators carry out in depth scrutiny of pupils' work (paragraphs 59,111,118,136);
 - increasing the direct involvement of the Governing Body in the work of the school so that governors have more first hand knowledge about the quality of education provided by the school (paragraph 61).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	105
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	23	53	20	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for parttime pupils)		507
Number of full-time pupils eligible for free school meals		129
Special educational needs		Y3 – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		118
English as an additional language		No of pupils
Number of pupils with English as an additional language		1
Pupil mobility in the last school year		No of pupils
Pupils who joined the school other than at the usual time of first admission		4
Pupils who left the school other than at the usual time of leaving		5

Attendance

Authorised absence

	%
School data	94.2
National comparative data	94.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	57	62	119

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	45	51
	Girls	46	46	58
	Total	87	91	109
Percentage of pupils at NC level 4 or above	School	73 (58)	76 (69)	92 (70)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	46	50
	Girls	50	47	58
	Total	92	93	108
Percentage of pupils at NC level 4 or above	School	77 (74)	78 (73)	91 (89)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	502
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	23:1
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	179

Financial information

Financial year	2000/01
----------------	---------

	£
Total income	896,693
Total expenditure	906,172
Expenditure per pupil	1,788
Balance brought forward from previous year	17,757
Balance carried forward to next year	8,278

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	509
Number of questionnaires returned	203

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	1	0	0
My child is making good progress in school.	57	36	3	2	2
Behaviour in the school is good.	51	43	3	1	2
My child gets the right amount of work to do at home.	37	42	16	4	1
The teaching is good.	64	34	1	1	0
I am kept well informed about how my child is getting on.	49	41	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	28	4	2	1
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	44	42	11	1	2
The school is well led and managed.	57	36	3	2	2
The school is helping my child become mature and responsible.	56	41	2	1	0
The school provides an interesting range of activities outside lessons.	45	40	8	2	5

Other issues raised by parents

The very large majority of the parents are very appreciative of the quality of education offered by the school and there were no other issues of ~~me~~ than an individual nature.

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

ENGLISH

69. Over the last three years the results of national tests for pupils aged eleven indicate attainment to be slightly below the national average. In the 2000 national tests attainment was below the average of schools nationally but average when compared to schools with similar proportions of pupils entitled to free school meals. However, standards are rising and at the time of the inspection standards were in line with national expectations for pupils of this age. The majority of pupils are now achieving well and making good progress. Those with special educational needs also make good progress. Whilst standards appear to have dipped from those noted when the school was inspected previously and shown some variation from year to year recent assessment information shows that standards are now improving. Early indications from recent national tests indicate a substantial ~~larg~~ proportion of pupils achieving at least the national average than in recent years. Overall improvement is noted in that in 1996 fifty nine per cent of the pupils achieved the nationally expected Level 4 or above, in 2000 seventy three per cent of pupils achieved this standard and in 2001 eighty one per cent did so.
70. Attainment on entry to this school is average. Most pupils have achieved the expected average Level 2 in national tests in Key Stage 1 but the attainment of many pupils is at the lower end of this level. Assessment information at the end of Key Stage 1 indicates that in some classes between a quarter and a third of pupils attained Level 2C or below in the national tests particularly in writing. However, pupils achieve well during their first year in Key Stage 2. This pattern is maintained as they progress through the school and by the time they leave their attainment is usually at least average. This improvement is attributable to the consistently good teaching pupils receive and the good attitudes they show towards their learning in the subject.
71. When pupils enter the school, girls are often attaining significantly higher standards than boys are. The school has worked effectively to reduce the differential between girls and boys and as the pupils move through the school it often evens out and in some respects this is reversed with fewer girls contributing to discussions than boys. The school creates a culture where reading is viewed as enjoyable and this raises the pupils' interest and level of skill in reading. Pupils have positive attitudes to their learning in English. Attention to reading from non-fictional texts and providing writing tasks based on factual accounts and reports have resulted in boys attaining slightly higher standards than girls by the time they leave the school. Teachers provide support for pupils' learning that is well structured, enabling them to read and write at levels that are close to those expected for their ages. Even so standards in reading are higher than those in speaking and listening and writing. As a result of regular practice the quality of pupils' handwriting has also improved significantly. Pupils often come into school early to practise their handwriting.
72. The quality of teaching is good as is the quality of pupils' learning and the progress that they make as they move through the school. Teachers plan their lessons thoroughly, taking great care to match activities to the abilities of their pupils and usually meeting the needs of the majority of them successfully. Most lessons progress at a good pace with the enthusiasm of the teachers motivating the pupils and capturing their interest. Teachers also plan together with colleagues from the same year group. This is a strength of the provision and ensures that pupils in classes in the same year receive similar work and their full entitlement to the curriculum for English.

73. Throughout the school pupils' speaking and listening abilities are improving. Teachers insist that pupils answer questions by using fully structured sentences and this is effective in attempting to develop standard forms of address. For example, when pupils find words in dictionaries they are expected to explain the meaning of the word and use it appropriately in a sentence. However, some lower attaining pupils in each year group find it hard to express their thoughts and opinions fluently. Many of these pupils do not have a sufficiently wide vocabulary or speak with the level of competence expected for their age. Many teachers work hard to try to develop an awareness of standard English and an appropriate form of address. Sometimes, during literacy work, teachers do not challenge higher attaining pupils to spell or explain words that are sufficiently hard for their abilities. Even so the majority of pupils are confident speakers and good listeners, benefiting greatly from the positive approach and praise they receive from their teachers. This helps to give them the confidence they need to contribute to discussions, answer questions and to speak in front of the whole class. For example, one pupil enthusiastically volunteered to read a story to the class towards the end of the day.
74. Overall pupils' attainment in reading is slightly above average by the time they are eleven. Many are enthusiastic readers. The reading abilities of the oldest pupils are improving steadily as they develop the skills of skimming and scanning texts for the information they want. Higher attaining pupils read fluently, often with expression and can assume different voices when reading the dialogue used by the characters in their storybooks. The majority of pupils show good understanding of the texts they have read by writing reviews, expressing opinions and making deductions and predictions about the content. Many lower attaining pupils are also enthusiastic readers. However, some are not sufficiently skilful at breaking longer and harder words down into smaller parts, enabling them to read the word and find out what it means. This restricts their progress. Throughout the school pupils frequently take books home to read. This does much to help the progress they are making and raise standards in reading.
75. Attainment in writing is close to that expected for pupils' ages. During recent years the range of topics that pupils write about has been extended. In addition to writing their own stories they write poems, factual accounts, letters, arguments and reports. This has captured the interest and enthusiasm of many and consequently standards of writing are rising. This applies particularly to boys' writing. Older pupils are developing their abilities to take notes and write shorter versions of stories and texts they have read. Higher attaining pupils write persuasively and many present arguments in letters expressing their opinions very effectively.
76. Teachers ensure that appropriate structures are in place to help pupils improve the quality of their writing. For instance, they often provide good examples of how to write in a particular style, such as for letters and reports. They discuss these approaches thoroughly with the pupils and ensure they understand what is required. They guide pupils through the planning stages for their writing, enabling them to improve steadily and write with increasing confidence. Teachers also mark pupils' written work thoroughly, giving helpful and encouraging comments that enable pupils to understand the progress they are making.
77. Teachers are working hard to improve pupils' spelling and this is a current focus for development. Standards in spelling are similar to those expected for pupils' ages. However, many younger and lower attaining pupils are only able to spell simple words with the expected accuracy and consistency. The strategy of sounding out the initial sounds of the words followed by the sounds of subsequent syllables is taught effectively to the youngest pupils. However, it is not sustained for long enough and is

sometimes abandoned before pupils have consolidated the technique sufficiently well and this affects the quality of their learning.

78. A small number of teachers do not explain at the start of lessons what they expect pupils to learn or ask them to explain what they think they have learned during lessons. This means pupils are not always as clear about the progress they are making as they might otherwise be. However, teachers frequently set targets for what pupils are expected to achieve and often remind pupils of what these targets are.
79. Provision for the subject benefits greatly from the strong and effective leadership provided by the co-ordinator and her colleagues. They have introduced the National Literacy Strategy successfully and this is helping to raise standards in the subject. Literacy skills are developed well across the curriculum. The school is beginning to make good use of information and communication technology to support the development of skills in English. Helpers providing additional support for pupils in literacy also have a positive impact, especially on the achievement of lower attaining pupils and those with special educational needs. The subject co-ordinator and her colleagues make thorough assessments of pupils' attainment and of the progress they make. They respond very effectively to the information they gather and identify what needs to be done to raise standards further. For example, they identified that attainment in writing is lower than that for reading and have introduced a system of 'booster' classes that are contributing to raising attainment in this aspect of the subject.

MATHEMATICS

80. By the age of eleven the standard of pupils' work is in line with that found nationally and pupils are making satisfactory progress. Standards have largely been maintained since the last inspection. The overall trend is of steady improvement after a dip in 1998.
81. The school's results in the 2000 National Curriculum test for 11-year-olds were in line with the national average but better than those of similar schools. There is no marked difference between boys and girls. Pupils with special educational needs are supported well and make satisfactory progress. Children for whom English is a second language learn just as well as their peers.
82. The school has made satisfactory overall improvement in the development of mathematics since the last inspection but with some rises and falls within this period. At the time of the last inspection standards were found to be well above average in Year 6, a particularly able year mathematically. The year after the inspection the standards of the pupils then in Year 6 dropped considerably. The school has worked hard since then, through the introduction of the National Numeracy Strategy, to raise standards again, and they have succeeded. Standards are now in line with national expectations and the trends in improvement match the national picture. The school has made improvements since the last inspection in the better monitoring of the subject. Some good developments have been made in assessment practice, but more remains to be done.
83. Across the school, most pupils demonstrate appropriate knowledge of number facts and tables and for pupils in higher sets based upon their prior learning progress is good. By Year 4 many pupils work out multiplication problems using their knowledge of the 2,3,4,5 and 10 times tables. By the age of eleven many pupils are able to use all the multiplication tables to work out simple problems accurately using a range of methods. They are able to order decimals, with some being able to double them to

two decimal places and quickly say the equivalent fractions. Pupils are developing sound methods for working things out and are keen to explain their methods, but a large minority have difficulty in doing so. Many pupils are not secure in checking their results or making a sensible estimation; for example, to check if they have put the decimal point in the correct place. They are developing satisfactory measuring and recording skills such as identifying and measuring angles, with a few pupils able to measure and draw angles round a point for bearings on a map. Pupils use information technology well to handle data, but pupils cannot always explain clearly what they have found and this area of the curriculum is underdeveloped. Few pupils have the appropriate skills to follow their own lines of enquiry or the ability to prove generalisation. Standards in presentation are generally good.

84. There is some good use of mathematics in other areas of the curriculum. For example, in Year 4 science pupils measure the volume of liquids, and time the movement of liquids of different viscosity as they move down a slope.
85. The quality of teaching is good. During the inspection there was also some teaching that was very good, although there was some unsatisfactory teaching in Year 4. There is a higher proportion of good or very good teaching than at the last inspection. Planning is done well and takes good account of the children's learning needs within the classes even when the children are grouped by ability. Pupils enjoy their mathematical work and the variety of approaches that the teachers use. They cooperate well when given opportunities to do so. Teacher's questioning is probing and their use of pupils to demonstrate particular methods or teaching points is good. Teachers have good subject knowledge and their consistent use of the correct mathematical vocabulary helps pupils' understanding. The vast majority of pupils concentrate well, helped by clear information from the teachers as to how long they have got to complete a particular task, and by the good overall pace of lessons.
86. Teachers are familiar and secure with the National Numeracy Strategy and they use it well. The threepart lesson suggested by the strategy is firmly established in almost all lessons. Pupils respond well to the normally good challenges set by the staff. Homework is mostly well used and systematically given. Whilst teaching is good overall there remain some areas for improvement within some classes. Teachers set half-termly learning targets for groups of pupils, but individual pupils are unsure of their targets or what they most urgently need to get better at. Also the marking and identifying of work, while satisfactory is variable and does not sufficiently help pupils understand how they can improve. Too few reminders are given by teachers, or challenges set, to encourage pupils to learn arithmetic facts. Pupils who still calculate using their fingers are not sufficiently reminded of better strategies or challenged to do without. Sometimes opportunities are missed for pupils to cooperate with others. Pupils are provided for well by support staff. Some "booster" classes are appropriately held for older pupils.
87. The school administers national test and other planned assessments and individual teachers have their own systems. Although this provides good information about individual children, the system is not consistent throughout the school. The coordinators analyse overall weaknesses and trends well. However, more could be done to establish each pupil's starting point on entry to the school, to make predictions from this, and then to refine those predictions over time. The subject is well managed by the subject co-ordinators and there is a good level of learning resources. Coordinators undertake good regular monitoring and evaluation of lessons and pupils' progress.

SCIENCE

88. Standards of attainment in science are above those normally found at the age of 11 years. National tests in 2000 show that the pupils attain well when compared to all schools and similar schools, both at the expected Level 4 and the high Level 5. These standards of attainment were well above the national average and that of schools with similar characteristics. Early indications from the 2001 national tests are that standards have largely been maintained with 90% of pupils attaining that national expectation. The school has carefully analysed the results of national tests and introduced plans that give the pupils many opportunities to carry out scientific investigations and enquiries. Very good attention has been paid to developing the skills of comparing scientific evidence. The quality of teaching found throughout the school has a very positive impact on the standards achieved. Pupils in all year groups achieve well and the quality of pupils' learning is good. Work set at the correct level and additional support ensures that pupils with special educational needs make good progress. The school has made good progress in science since the last inspection.
89. Younger pupils develop their investigative skills well when they consider how absorbent some rocks are. They distinguish between natural and manmade materials. Most pupils explain why materials are used for a particular purpose. They use scientific language correctly when they write about 'attract' and 'repel' in work on magnets. By the end of Year 3 the higher and average attaining pupils start to predict, for example in work on light passing through materials.
90. In Year 4 the pupils continue to develop their investigative skills well. They understand that friction is a force. In work on electricity the average attaining pupils draw diagrams of simple circuits. Higher attaining pupils explain reasons why a circuit may not work. A small number of lower attaining pupils have difficulty in completing diagrams of circuits. All pupils recognised different types of animals and recognise that different organisms live in different habitats. The pupils make relevant observations: they record information for themselves.
91. In Year 5 pupils show good understanding of sound. They explain that it is caused by vibration. In work on solids, liquids and gases, the pupils explain how water changes form using the correct terms of 'condensation' and 'evaporation'. In investigative work the pupils make predictions and after carrying out the enquiry they explain scientific terms their conclusions.
92. By Year 6, pupils have developed their scientific skills very well. In an experiment to test how far an elastic band will stretch, a pupil explains why the results of his group differ from another group. Results are recorded in a variety of ways including block and line graphs. In work on forces, all pupils show good understanding of the use of a 'force meter' and are able to measure in 'Newton's'. Pupils have a good understanding of plant and animal life. They use terms such as 'producer', 'consumer' and 'predator' in work on food chains. However, most of the work is teacher led and pupils are not initiating their own investigations and enquiries sufficiently.
93. The quality of teaching is good overall and there were examples of very good and excellent teaching in the inspection period. The school benefits from the expertise of a number of staff with initial qualifications and interest in the subject. There has been good improvement since the last inspection when there were elements of unsatisfactory teaching. The recently introduced plans have helped to improve the quality of teaching. All lessons are well planned. The teachers involve the pupils very well in finding out things and bring lessons to life. In an excellent lesson on materials the teacher stimulated much discussion on whether materials are solids and liquids. The pupils

responded very well to this, making suggestions and discussing them with the teacher and their classmates. The pace in lessons is brisk and this keeps the pupils interested.

94. Learning is effectively developed by the good use of resources. In a very good Year 5 lesson, the teacher illustrated different types of animal movement by bringing in a wide range of live creatures including a rabbitfish, bird and a snake. The pupils were fascinated and learned a great deal about how animals moved. Teachers have good subject knowledge and they pay good attention to developing scientific vocabulary. Questioning is usually well used to develop learning but occasionally teachers do not ensure that all pupils have opportunities to answer questions. For example, in one introductory session in a Year 5 lesson only boys were asked questions. Teachers do not use all opportunities to develop learning, for example few use marking to extend pupils' knowledge and develop independence skills.
95. Teachers are enthusiastic when teaching science and the pupils respond well to this showing very good attitudes. The pupils enjoy science. In all classes they cooperate well with each other, discussing their work in a mature manner. They listen to each other carefully. In the Year 5 lesson with animals pupils were aware of the need to be gentle.
96. Teachers use science satisfactorily to develop literacy skills. The pupils use books to find out information and they write reports and investigations. In most classes attention is paid to writing, grammar and punctuation. Occasionally pupils are given the impression that writing style or standards are not too important in some aspects of science work. Speaking and listening skills are well developed in all lessons. Numeracy skills are also developed satisfactorily. The pupils are given opportunities to estimate and measure, for example in investigations about how far things will travel on different surfaces. Information and communication technology is used in science but it is not fully developed. Pupils use computers to find out information on topics that they are studying.
97. There is very good management by the science coordinator and her colleagues. They have worked very hard to ensure that there are good standards in the subject. They use the results of National Tests very well to identify areas for development. The system of informal monitoring of teaching and learning works well at present. The science management team is aware that a more formal system and additional monitoring and evaluation will support the step-by-step development of skills as pupils move through the school. The high quality displays in the classrooms and corridors considerably enhance the science curriculum and stimulate pupils' interest in such work.

ART and DESIGN

98. By the age of eleven the standards of work overall are above those expected. Standards have been maintained since the last inspection. All pupils, including those with special educational needs and the very small number with English as an additional language, make good progress.
99. Pupils develop the skills they have acquired in the infant school well and use a wide variety of media to express their ideas. They have a good understanding of the work of other artists and are able to apply that knowledge to their own work. For example, in Year 3, whilst investigating patterns, pupils produced pictures based on the style of Bridget Riley and in Year 6 pupils produced paintings and collages in the style of Kandinsky.
100. Work in art is often effectively linked to other areas of the curriculum. Based on their work in history on the ancient Greeks, pupils in Year 3 made realistic pictures of Greek

vases using wax resist techniques and then used their designs to make clay coil vases. In Year 4, based on their study of the Celts in history, pupils produced some interesting and detailed designs of Celtic knots and jewellery. In Year 5, linked to their work in geography pupils produce intricate prints of Indian Kalka patterns. Through their study of human form, pupils in Year 6 develop the idea of the relationships of line and shape and produce some good observational drawings as a basis for a three dimensional sculpture.

101. Most pupils, including those with special educational needs, make good progress in developing artistic skills and awareness. Throughout the school, pupils show an increasing capability to record ideas confidently and to represent what they see with a fair degree of accuracy. They develop a good understanding of how different techniques produce different effects, such as how the Aborigines use dots to good effect in their paintings.
102. Pupils' attitudes to learning are generally good. They enjoy the practical aspect of the subject and work with enthusiasm. They concentrate well and interest in the task is sustained. They can work independently or cooperatively in groups when required. They use materials and equipment carefully and treat them with respect.
103. The teaching of art is good overall, which leads to good learning. Lessons are organised appropriately and resources well prepared. Teachers' subject knowledge is sound and classroom support assistants are used effectively. Planning sets out clear aims and objectives for lessons. A satisfactory range of teaching strategies is used which motivates and encourages pupils. Teachers manage discipline effectively and this leads to pupils behaving well and developing good relationships with each other. In a very good lesson, the teacher had high expectations of the pupils and used praise to good effect. The pupils responded well to this, they were totally engrossed in their work and learning within the lesson was very good with pupils refining their techniques and skills.
104. Teachers use the summary session at the end of the lesson appropriately to discuss and evaluate the work that has gone on and suggest ways in which it might be improved. Sometimes literacy is used well as a stimulus for art. In a good lesson observed, the teacher read the poems 'Flowers in Town' and 'Blitz' as an effective stimulus for an art lesson related to their current topic 'The Environment'. Pupils gave thoughtful responses and developed good ideas for their artwork. Working with outside artists enriches pupils' work in art. During the Equal Opportunities fortnight some pupils transformed the walls of the school dining hall with the help of an artist who originated from Zimbabwe. They created lively scenes illustrating his early life in Africa.
105. Teachers respect and value pupils' work in art highly and this is shown by the great care they take in displaying a wide range of work throughout the school. For example, some lovely embroidery work on leaf shapes was further enhanced by being attractively displayed in frames and as a wall hanging. In this large school with extensive display areas staff work hard to make displays a feature of the learning environment and succeed in raising the pupils' self esteem through this work.
106. The subject is well managed by the art coordinator. She has good subject knowledge and has encouraged the use of sketch books as an effective means of experimenting and recording pupils' ideas in art and design. She has reviewed the art policy and is currently reviewing the scheme of work in the light of new initiatives. She appropriately ensures that there are good resources available to teach the subject. However, there are few formal assessment activities and only limited opportunities for the coordinator to monitor and evaluate the quality of teaching and learning in the subject. Information

technology is used where appropriate to support work in art.

DESIGN AND TECHNOLOGY

107. Standards of attainment at the end of the key stage are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. This shows improvement since the last inspection, when standards were reported as below national expectations.
108. Pupils are able to design a range of items for a purpose, select and use the appropriate tools, use suitable techniques for making a range of items and assemble and evaluate their work. For example in Year 3 pupils show an average level of skill when selecting appropriate tools and techniques for making a wheeled vehicle. They measure, mark out, cut and shape a range of materials and then assemble them to make a prototype wheel and axle for their vehicle in a satisfactory manner. Pupils evaluate their work well as they go along, for example, to identify whether the vehicle travelled in a straight line. Pupils in Year 4 show an average range of skills when designing a pencil tidy taking into account both the aesthetic qualities and the use and purpose of the object they are making. In Year 5 there are good cross curricular links when working within the topic of 'Shelters' pupils researched various types of shelter, using either books or a CDROM and the class worked on different types of shelter using a range of different materials. Work in Year 6 has been linked to a history topic on World War II, where pupils use their knowledge of electric circuits in the design of street lighting.
109. The overall quality of teaching and learning is satisfactory. The strengths in teaching are in the appropriate balance between the designing, making and evaluation of a range of items. Teachers show a sound knowledge and understanding of the subject, they make effective use of resources and the pupils are actively involved in the whole process of designing and making. During the inspection the pace of lessons is brisk which results in pupils remaining on task well and making good progress in these lessons. Due care is paid to health and safety issues. The weaknesses in teaching are that in the small number of lessons where teaching is unsatisfactory and to some extent in otherwise satisfactory lessons the teachers are less confident, the resources available unsatisfactory and pupils experienced long periods of inactivity and non involvement.
110. The attitudes of pupils are generally good and they are well behaved. They show interest in their work and handle equipment safely and carefully. They listen to instructions attentively and respond appropriately. The pupils cooperate well in group activities and respect one another's contributions. These attitudes have a positive impact upon pupils learning by creating an environment where pupils are encouraged to try out their own ideas.
111. The subject is led by an enthusiastic coordinator with satisfactory subject knowledge. She has only been in post since September but has already made a significant impact in developing the subject and fully understands what remains to be done to improve standards across all classes. There has been limited in-service training recently and some staff would benefit from a review of how to organise lessons to make best use of pupils' time. The coordinator provides good support and advice for staff, but has so far had no opportunities to monitor and evaluate the quality of teaching and learning in classrooms and this is an area for development. Procedures for assessing pupils' attainment and rate of progress, to give teachers a clearer picture of pupils' achievements and so help them to plan future lessons more effectively, are not yet in

place. Resources are generally satisfactory though there are no facilities for food technology. There has been improvement shown since the previous inspection report and most of the issues raised have been satisfactorily addressed.

GEOGRAPHY

112. Standards in geography at the age of eleven are below average. This judgement indicates a fall in attainment from the time of the previous inspection of the school. This is because for a year, from the spring term in Year 5 and for the next two terms in Year 6, pupils do not receive any teaching in geography until after the end of the key stage assessment in the summer term. This lack of continuity in pupils' learning severely affects the progress that pupils make at the end of the key stage. In other year groups curriculum planning is more consistent and pupils make satisfactory gains in their learning and attainment is appropriate for the age of the pupils. The sample of pupils' work indicates that teaching in Years 3,4 and 5 is satisfactory overall but there is no work in some classes in Year 6 and this is unsatisfactory. However, during the inspection pupils in Year 6 were being taught the first part of a study of the environment and this and other teaching seen during the inspection was good.
113. Pupils make satisfactory progress and develop an average knowledge of land use and settlements through their study of the local area of Pilch Lane. They visit the main shopping area close to the school to identify different types of buildings and businesses. They are then able to apply this experience when using a simplified map of the area. Most make satisfactory gains in their learning in interpreting what maps tell them and the use of the key for a map. Pupils understand that shops can be categorised as those selling food or clothing, those that provide a service and others. In the lessons observed pupils used this understanding well to mark on their own copies of a map the different type of shops to identify which are the most or least common shops in the area. The sample of pupils' work also shows that they have made suitable gains in their learning by using simple maps with grid references, leading into their work on Pilch Lane.
114. Pupils make satisfactory progress and suitably extend their use of maps and of grid references in looking at village settlements and a contrasting locality so that they maintain average levels of achievement in Year 4. Pupils use a digital camera to photograph parts of the school they like or don't like. They make satisfactory progress in using compass points on maps of Great Britain, the United Kingdom and the British Isles. Pupils are able to use information about Newport in Essex and Le Puy in France to identify similarities and differences in the areas.
115. The quality of pupils' learning in Year 5 is satisfactory. Pupils find out about life in Chembakolli in India and later in the year about water with an average level of understanding. When studying the geographical features that affect the lives of the inhabitants of the Nilgiri Hills pupils make suitable progress in their understanding of how the climate is important to local people's lives. Pupils are then able to contrast their own lives with those of children in India. In studying the use of water in their own locality pupils learn about the water cycle and how the way in which they carry out tasks such as washing pots or a car affect the amount of water used.
116. Progress in Year 6 is unsatisfactory. Pupils have very recently begun work on the environment. In one class pupils have undertaken work on landscapes by looking at rural and urban environments. They have identified the main mountain ranges in Britain and the world. However, in most of the other classes in Year 6 there is little or no work in the pupils' books for the whole of this year. The organisation of the teaching

of geography is unsatisfactory and is something the school has very recently begun to consider.

117. Whilst the sample of pupils' work indicates that teaching is very broadly satisfactory overall, in the period of inspection teaching was good. Teachers try hard to make the work interesting and relevant to pupils' lives. For example in Year 3 where pupils visit the local shopping area and in a Year 6 lesson where the teacher takes on the role of a property developer interested in the school field. The teacher uses all points of the classroom by posting information around the room to keep pupils alert in devising the pro's and cons of development. Teachers use resources including maps, aerial photographs and newspaper cuttings well to interest the pupils and promote research skills. This is particularly effective in raising the pupils' awareness of how people affect their own environment. Because pupils are interested in the work they undertake especially when it is linked to their own experiences their attitudes to geography are good. Pupils share resources well and use maps and a range of other materials with care.
118. The overall coordination of the subject is satisfactory, the coordinator is keen and enthusiastic but the effectiveness of the role is limited by an insufficient time allocation for teaching in geography. The coordinator with the support of a colleague carefully develops the medium term planning for each year group to identify what work needs to be covered. However, there is no formal assessment in the subject and this makes it difficult to ensure standards are as high as they could be. The insufficient amount of teaching time for the subject severely affects what pupils achieve. There are few opportunities to subsequently monitor the quality of teaching or of the pupils' work. Geography is an area for school monitoring this term but so far the coordinator has had the opportunity to monitor the teaching of only two colleagues and this has been insufficient to identify any issues of inconsistency. Resources for the teaching of the subject are satisfactory but would benefit from more maps, atlases and globes.

HISTORY

119. No lessons were observed during the inspection. Evidence from a scrutiny of pupils' written work, discussion with Year 6 pupils and examination of teachers' planning and work on display, indicates that pupils' attainment at eleven is average. They demonstrate a sound factual knowledge and understanding of aspects of the history. Standards are broadly similar to the time of the last inspection.
120. Pupils, including those with special educational needs, make satisfactory progress overall. In Year 3, pupils develop an average understanding of the way of life, beliefs and achievements of the people living in Ancient Greece. Year 4 pupils gain an appropriate understanding of how Britain was shaped by the settlement of the Romans, Anglo-Saxons and Vikings. In Year 5, pupils develop a sound understanding of the Tudors. They know about Henry VIII and his wives and can identify the key features of Tudor houses and how they were constructed using expressions such as 'wattle and daub' accurately. In a discussion group with pupils in Year 6, pupils showed good attitudes to the subject. They were interested and enthusiastic. They demonstrated a good knowledge and understanding about the Second World War. They talked confidently about how Hitler tried to dominate countries and believed in a super-race of people with blond hair and blue eyes and how he persecuted the Jews. They know about such things as ration cards, the blackout, the blitz and evacuation and how the war ended. They have a satisfactory understanding of chronology, how the past can be divided into different periods of time and the meaning of BC and AD.

121. Overall teaching in history is satisfactory and has a satisfactory impact on learning. There is a satisfactory range of resources, which stimulated pupils' interest in learning. Teachers have sound subject knowledge and encourage pupils to think critically about events in the past. Pupils are given satisfactory opportunities to work independently and to seek information from a variety of sources. The quality of marking of pupils' work is satisfactory overall. However, it is inconsistent across the school and is not always annotated sufficiently to identify the learning that has taken place or to inform future needs.
122. Sometimes history is used well to support work in literacy. Year 5 pupils wrote little factual books about the Tudors. They also used word processing effectively to write letters to Henry V111th, for example, to state their views on his divorcing of Catherine of Aragon. Good links are made with other areas of the curriculum such as art and design and technology. In Year 3, pupils made models of a Shaduf used by Ancient Egyptians to lift water out of the River Nile and they made attractive pictures and models of vases used by the Ancient Greeks. In Year 5, pupils produced interesting collage portraits of people in Tudor times. Information and communication technology is used appropriately to support work in history. Teachers sometimes make effective use of visits out of school to enrich pupils' learning. For example, pupils visited Chester to enhance their study of the Romans
123. There is barely sufficient time currently being allocated to the subject particularly in the upper part of the school. As a relatively little time is allocated to the teaching of the subject this impacts upon the quality of pupils learning and affects the progress that they make. The history co-ordinator is keen to develop the subject. She has recently updated the scheme of work in line with national guidance and has clear targets for development in the subject. However, there are relatively few opportunities to monitor the quality of teaching and learning across the school and this limits the opportunities the co-ordinator has to influence the development of the subject further.

INFORMATION and COMMUNICATION TECHNOLOGY

124. Standards in information technology have significantly improved since the last inspection and are at the expected level for pupils at the end of Key Stage 2. The school has worked hard to improve provision and has added a computer suite enabling teachers to directly teach the necessary skills to a greater number of pupils at the same time. In addition, all classrooms have at least one computer, with some classrooms networked to the computer suite. A substantial amount of in-service training has been provided for all staff and the school has bought in the services of a consultant to work on a close and supportive basis with individual staff. This, together with the provision of a laptop computer to every teacher, and additional in-service training has increased staff confidence in using computers and been a significant factor in increasing pupils' attainment.
125. The school has a satisfactory policy statement and a scheme of work, which have provided an appropriate framework for the considerable development of the subject recently. Planning effectively supports teaching and learning in the subject and is to be reviewed in the near future. The school will take on board national guidelines, which will further help to ensure that all the necessary skills and knowledge across all elements of the subject are systematically and progressively taught as pupils move through the school.

126. Pupils, including those with special educational needs and the very small number speaking English as an additional language, make satisfactory progress and by the age of eleven many use computers with growing confidence. Most pupils have good keyboard knowledge and effectively use the mouse to activate appropriate responses. Pupils develop satisfactory word processing skills and are able to change font style and size, use upper and lowercase letters correctly and amend text if necessary. They save; retrieve and load information as well as using painting tools and importing clipart and pictures. Work in information and communication technology is suitably linked with learning in other subjects. During this inspection Year 3 pupils were bringing together pictures and text to describe the local environment linking work in geography.
127. Pupils used an art program appropriately and added text to produce a poster to support work on persuasive writing in literacy. Previously the pupils used the same program to show reflective symmetry, the topic being covered in mathematics. Other pupils are beginning to use spreadsheets to sort both numerical and alphabetical data with an average level of skill. They transform the data into graphical form and identify any anomalous readings. The oldest pupils also make satisfactory progress and for a several pupils this is good. Pupils extend the use of spreadsheets to modelling and have also produced a PowerPoint presentation including effects with text, pictures and sounds. Access to the Internet and e-mail has been limited because of technical difficulties and this affects the quality of pupils learning.
128. Teaching is satisfactory overall and occasionally is good. In the more effective lessons, teachers have a good knowledge of information and communication technology and have the necessary skills and confidence to take pupils' learning forward. In these classes the teachers realise the potential of computers to support pupils' learning in all areas of the curriculum. For example, a Year 4 teacher had given some pupils a palmtop computer on which to record mite pests found in the environment of the school. Where teaching is less effective, it is usually because of a lack of teacher knowledge and confidence, which limits how much the teachers can extend the pupils skills. Good use of a technician in supporting the teachers' limits their frustration with equipment and adds to the quality of pupils' learning. Selected pairings by teachers to support lower attaining pupils contribute to effective learning in the information and communication technology suite, but less attention is given to providing more challenge to higher attaining pupils. Feedback in lessons is often well used to reinforce learning, but there is no system for monitoring progress in order to make planning more appropriate and effective for the range of abilities.
129. Pupils' attitudes to information and communication technology are good. They enjoy using the computers and work with obvious enthusiasm. Pupils use the equipment sensibly and collaborate well, taking turns and sharing in the task. Standards of behaviour are good.
130. A team of teachers is responsible for information and communication technology and is actively promoting improvement. An enthusiastic coordinator will be in place from September and, with the team, she has drawn up an action plan for the further development of the subject. She is aware of the need to monitor and evaluate the quality of planning, teaching and learning across the school if standards are to be raised further. Resources are good. The information and

technology suite is equipped with 15 networked computers and an interactive white board. There are additional networked and freestanding computers in Year 3 and 4 classrooms and these are used well to support learning in literacy and numeracy as well as using CDROMS for independent research in history and science. Pupils in Year 5 and 6 classrooms have more limited access to the teacher's laptop, which means that information and communication technology is not used so effectively as an everyday tool for learning. Better use of the interactive board, which is portable, could greatly enhance the use of information and communication technology across all areas of the curriculum.

MUSIC

131. Standards of attainment by the end of Key Stage 2 are in line with national expectations. Since the last inspection the school has maintained standards. Whilst pupils make satisfactory progress overall progress in performing skills particularly singing is good. In addition a significant number of pupils receive instrumental tuition and their progress and learning is good. The quality of learning is satisfactory overall but is limited by the relatively low proportion of time available to create and develop musical ideas through composing and performing their own pieces of music.
132. By the end of Key Stage 2 pupils sing well and have sound understanding of techniques such as tempo, dynamics and pitch, however understanding of duration is less well developed. Pupils have good understanding of ostinato and drone in the layering of singing and listen to different versions of 'Bridge over Troubled Water' and identify differences in structure and join in with singing the chorus from memory. Pupils use a range of instruments to illustrate written symbols. Whilst they are able to talk about why instruments have been played in a certain way, evaluation of performance is under developed. Pupils who have additional musical tuition or who are in the school choir often bring their expertise to lessons, for example when playing instruments such as the xylophone to accompany class singing.
133. Pupil's attitudes to music are good; they involve themselves enthusiastically in lessons and are particularly motivated when singing. This was clearly in evidence in whole year group singing lessons. Pupils respond positively to teaching staff and are eager to answer questions. There is a small minority of silly behaviour when pupils are asked to sing in class and on a few occasions instruments were played inappropriately.
134. The quality of teaching is satisfactory; teachers use appropriate musical vocabulary and give clear guidelines to pupils when listening to music. The teaching of singing is conducted with obvious enjoyment and vigour and this is reflected in pupil's attitudes and abilities. Peripatetic teachers have good subject knowledge and impart their skills to the pupils well.
135. The music co-ordinator oversees the curriculum and gives advice to colleagues but has few opportunities to monitor and evaluate the quality of teaching and learning. The school has introduced planning based upon the national guidelines for the subject and makes attempts to teach all areas of the curriculum. Time allocation for the subject is low and in addition a percentage of the time is devoted to year group singing, this results in an imbalance in provision. With insufficient time allocated to the teaching of the different aspects of the music curriculum this makes it difficult for staff to provide curriculum balance in the subject. A musical evening is held annually which celebrates pupil's achievements and raises the profile of the subject. The school offers a good range of extra curricular activities, which considerably enhance music provision.

PHYSICAL EDUCATION

136. Standards of attainment are in line with national expectations by the time pupils' reach the age of eleven. This broadly matches standards found during the previous inspection. The majority of pupils including those with special educational needs make good progress and the quality of their learning is good. Pupils' athletic abilities are particularly strong, they are able to run at speed with precision and power and many pupils have high levels of fitness.
137. In Key Stage 2, pupils experience a range of physical education activities. In games lessons, Year 3 pupils learn the tennis skills of controlling and returning balls. Year 5 pupils develop throwing and batting skills through practice, which then leads to involvement in competitive games. Athletic activities are characterised by effective warm up exercises; pupils have a clear understanding of the impact of such exercises on their heart rate and physical well being. Pupils in Year 5 and 6 participate in running and jumping activities that require control and power. They are able to improve their own performances through refinements of technique and the measurement of timings and distance. By the time they leave school almost all pupils are able to win the recognised benchmark of 25 meters.
138. Pupils enjoy physical education activities and almost all have good attitudes to their learning. For example pupils in Year 5 often have very good attitudes, they are very active, sustain effort, work hard and show tremendous enthusiasm. All pupils' work well together, they support and encourage each other, sometimes responding spontaneously with applause when individuals improve their performance. The majority of pupils listen attentively to their teachers, follow instructions carefully and have a clear understanding of safety issues.
139. The teaching of physical education is good. Teachers have a good level of subject knowledge; they offer individual coaching within lessons and focus their teaching on the improvement of technique. They are good role models particularly in athletic activities, where they demonstrate teaching points. Pupils are encouraged to demonstrate and evaluate their performances, which is an effective way of improving on personal achievements. In the best lessons, teachers share the aims of lessons well, make clear teaching points, give appropriate constructive praise and build in targets for improvement.
140. Whilst it was only possible to observe games and athletic lessons, planning and discussion clearly shows that the school provides an appropriate curriculum covering the full range of requirements. The amount of time spent on physical education is low; some lessons are conducted at a quick pace, resulting in insufficient time being allocated to group activities and the development of skills within them. Whilst the school is well equipped with resources there is insufficient large apparatus for gymnastic activities. The subject coordinator has a high level of professional subject knowledge and has led staff in service training, the impact of which has been instrumental in developing teaching expertise. The school offers a very extensive range of extra curricular activities, which are run by staff and parents; these contribute significantly to the development of pupils' skills and abilities. Residential visits to Ullswater and Llandudno enhance the outdoors and adventure aspects of the curriculum.