

INSPECTION REPORT

Hudson Primary School
Maghull

LEA area: Sefton

Unique Reference Number: 104869

Headteacher: Mr S Grilli

Reporting inspector: Mr J D Eadie
20191

Dates of inspection: 29th November – 2nd December 1999

Under OFSTED contract number: 706740

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Moorhey Road Maghull Liverpool Merseyside L31 5LE
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P Davidson
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr J D Eadie, Registered Inspector	Mathematics Religious education Music Physical education	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development
Mrs J Butler, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources The curriculum and assessment
Mr S Cooper	Special educational needs Equal opportunities Science Information technology Art Design and technology	
Mrs R Webber	Under fives English Geography History	Leadership and management The efficiency of the school

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MAIN FINDINGS

What the school does well

- The school is very well managed and the headteacher provides strong leadership and clear educational direction for the school. The standard of monitoring is very good throughout the school.
- Teaching is good overall and assessment is generally used well to help teachers' planning.
- Relationships within the school are very good, both between adults and pupils and between pupils. This has resulted in a harmonious community where each child is valued. The pupils' behaviour is good and there is good support for their welfare and guidance.
- The staff provides a good range of expertise, knowledge and experience and is wholly committed to the development of the school. Support staff and other adults also provide very good additional support for pupils, aiding their progress and ensuring their welfare.
- The school development plan is clear and is kept under constant review in the light of the school's own evaluation. Policy documentation is very good and is used well.
- Provision for the pupils with special educational needs is very good and these pupils make good progress in relation to their prior attainment.
- Very good provision is made for the moral, social and cultural development of the pupils. Their personal development is very good.
- Parents receive very good quality information from the school. They are very involved in the life of the school.
- The curriculum is significantly enhanced by visits to places of interest and by visitors into school.

Where the school has weaknesses

- I. Although the proportion of higher levels gained in the National Curriculum tests has risen in recent years, there are still pupils of the highest potential attainment who are not always sufficiently challenged.
- II. Too much time is given over to the core subjects of English and mathematics and this time is not always used efficiently. This time could usefully be allocated to other subjects to achieve more effective curriculum balance, for example design and technology where standards are unsatisfactory in Key Stage 2.
- III. The present systems of recording assessment in English are inconsistent and not sufficiently developed, particularly for reading.
- IV. Although the pupils speak confidently, they do not always have the command of vocabulary to express their thoughts clearly.
- V. The children in the reception class do not have opportunities to play in a secure outdoor area with large play equipment.
- VI. Although the library has been refurbished since the last inspection and a start has been made at restocking, it is still under stocked.

The weaknesses are far outweighed by what the school does well, but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress since the last inspection. The governors and the newly appointed headteacher constructed a clear and effective Action Plan. The first priority of the governors was to give the headteacher more non-teaching time to carry out his duties more effectively. The headteacher has consequently been able to provide very effective leadership and has been supported by an enthusiastic staff in putting the Action Plan into effect. All the key issues from the last inspection have been addressed, mostly very effectively. A great many structures and policies have been put into place to ensure consistency within the school.

Monitoring of developments and of everything that goes on in the school is of high quality and ensures that everyone involved can be clear of the next step forward. The only key issue that has not been totally successfully addressed concerns levels of challenge offered by teachers in their lessons for some pupils, particularly those of potentially high attainment. Although the proportion of higher levels gained in the National Curriculum tests has risen in recent years, there is still room for improvement in terms of challenging some pupils. Bearing in mind the very effective leadership at all levels, the wholehearted commitment of staff and governors to the needs of the pupils, the very strong leadership and clear educational direction provided by the headteacher, the school has very good capacity for improvement.

Standards in subjects

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

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

The table above shows, for example, that in the National Curriculum tests last year, the pupils' performance in English was in line with both the national average and the average for schools in similar contexts. In recent years the results in this key stage have improved considerably. However, the above results are not as good as those scored in 1998. There are a variety of factors that have caused this fall. The most significant of these is the high proportion of pupils in that particular year group who had special educational needs. In fact, if one compares the performance of the pupils who took the tests this year with their scores in the National Curriculum tests for seven-year-olds in 1995, they have achieved at least the expected levels in English and mathematics, with more higher levels than expected. Performance in the tests for seven-year-olds has not risen significantly in recent years, although once again the proportion of higher levels gained rose in 1999. Standards seen during the inspection in the core subjects of English, mathematics and science were in line with national averages at both key stages. Standards in information technology are in line with national expectations throughout the school, and those in religious education are in line with the expectations of the local agreed syllabus. Good work was seen in art during the inspection and also in geography and history at Key Stage 2.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
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English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Good	Good
Information Technology		Good	Good
Religious education		Good	Very good
Other subjects	Good	Good	Good

Teaching is good overall in the school. No unsatisfactory teaching was observed, and of the lessons seen nearly two in three were good or better. More than one lesson in ten was very good.

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

Other aspects of the school

Aspect	Comment
Behaviour	The pupils behave well and there are very good procedures in place for promoting good behaviour.
Attendance	Attendance is satisfactory and pupils come to school on time.
Ethos*	The school has a very positive ethos, which contributes to the progress that the pupils make.
Leadership and management	The headteacher provides very strong leadership, and the support for and monitoring of curriculum developments is very effective. The governors and staff are all committed to high standards and work hard to achieve them.
Curriculum and assessment	The curriculum is sufficiently broad and is enriched by the environment within the school and the range of visits and visitors. Good curricular provision is made for the children under five in the nursery and reception class. Curriculum planning is very thorough and ensures that all pupils can make effective progress through the school. However, too much time is spent on English and mathematics. This time could better be spent on more science and design and technology, for example. Procedures for assessing the pupils' progress are good and the results of assessment are used well by the teachers to plan for the next stage in the pupils' learning. The exception is in English, where procedures for assessment are not fully developed.
Pupils with special educational needs	Very good provision is made for the pupils with special educational needs. Their needs are identified early and the teachers plan well and set clear targets to ensure that these pupils make good progress in terms of their prior attainment.
Spiritual, moral, social and cultural development	Very good provision is made for the pupils' moral, social and cultural development, and satisfactory provision for their spiritual development.
Staffing, resources and accommodation	The school is generously staffed, enabling class sizes to be kept small. Support staff make very effective contributions to the life of the school and to the progress that the pupils make. Very good arrangements are made for the professional development of both teaching and non-teaching staff. Accommodation is spacious and well maintained and all staff ensure that there is a very stimulating environment with high quality displays. Resources are adequate for most curriculum areas, although the library is under stocked and there is a shortage of tools for design and technology.
Value for money	The school provides sound value for money.

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

The parents' views of the school

What most parents like about the school

- VII. Parents are encouraged to become involved in the life of the school.
- VIII. The school is approachable and problems are dealt with promptly and sensitively.
- IX. The school encourages very positive attitudes and values in their children.
- X. The school enables their children to achieve a good standard of work.
- XI. The school encourages their children to be involved in more than just their lessons.

What some parents are not happy about

- XII. No negative views were expressed.

Parents were overwhelmingly enthusiastic about the school in their responses to the questionnaire, at the parents' meeting, and when those spoken to during the inspection. The judgements of the inspection agreed with all the positive points made.

KEY ISSUES FOR ACTION

In order to continue to raise standards, the governors, headteacher and staff should:

- XIII. ensure that pupils of highest potential attainment are sufficiently challenged; (paragraphs 16, 21, 30, 43, 49, 104)
- XIV. ensure that the curriculum time is used more effectively by:
 - a) improving the balance between subjects; (paragraphs 21, 35, 105, 112, 116, 132)
 - b) reducing time lost at the beginning of sessions, particularly by minimising movement around the school. (paragraphs 27, 35, 77, 115, 118)
- ensure that standards and pupils' progress in design and technology at Key Stage 2 are improved by;
 - a) increasing the time given to the subject, in order that the pupils have opportunities to design for a purpose and evaluate their work more effectively; (paragraphs 21, 132)
 - b) increasing the range of tools available; (paragraphs 74, 132)

In addition to the key issues above, the governors should also consider the following weaknesses for inclusion in their action plan:

- ◆ the present system of assessment in English is not sufficiently developed, particularly the recording of progress in reading; (paragraphs 42, 97)
- ◆ in some subjects the pupils do not have sufficient command of vocabulary to express their thoughts clearly; (paragraphs 10, 13, 18, 91)
- ◆ the children in the reception class do not have opportunities to play in a secure outdoor area with large play equipment; (paragraphs 77, 87)

- ♦) the library is under stocked. (paragraphs 74, 97)

.. **INTRODUCTION**

.. **Characteristics of the school**

- 1 Hudson Primary School is situated in Maghull in the Metropolitan Borough of Sefton in Merseyside. It serves a mixed council and private estate, though most of the homes are owner occupied. There are 152 full-time pupils aged from 4 to 11 and a further 37 part-time pupils in the Nursery. The roll has dropped significantly in recent years due to the falling birth rate in Sefton, and particularly in Maghull. Overall there are rather more boys than girls in the school, this being particularly noticeable in Years 2 and 3, though in Year 5 there are twice as many girls as boys. Pupils are admitted to the reception class each September, most having spent some time in the nursery. At the time of the inspection, 11 children in the reception class were under the age of five. There is a wide range of levels of attainment on entry to the school at the age of five, but these are generally about average.
- 2 Pupils come from a wide socio-economic spectrum. The number of pupils eligible for free school meals (15) is below the average proportion that is found nationally. There are two pupils with statements of special educational needs, which is about average, but the number of pupils on the school's register of special educational needs (60) is well above average. There are four pupils from ethnic minorities but all come from homes where English is the first language.
- 3 The overall aim of the school is to create a happy, caring and stimulating environment in which the children can develop the self-confidence to achieve their full potential in both mental and physical activities, at the same time being aware of the needs and aspirations of others in their own community and further afield. Realistic targets have been set for improvement to the year 2002.

3 **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	20	11	31

3 National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	10	14
	Girls	9	9	9
	Total	19	19	23
Percentage at NC Level 2 or above	School	61 (74)	61 (77)	74 (93)
	National	82 (77)	83 (81)	87 (84)

3 Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	14	14
	Girls	9	9	9
	Total	19	23	23
Percentage at NC Level 2 or above	School	61 (77)	74 (77)	74 (93)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	19	14	33

3 National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	13	13
	Girls	13	11	13
	Total	25	24	26
Percentage at NC Level 4 or above	School	76 (81)	73 (81)	79 (77)
	National	70 (65)	69 (59)	78 (69)

3 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	13	13
	Girls	14	13	14
	Total	26	26	27
Percentage at NC Level 4 or above	School	79 (65)	79 (73)	82 (81)
	National	68 (65)	69 (65)	75 (72)

.....
¹ Percentages in parentheses refer to the year before the latest reporting year

3 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	5.8
	Unauthorised	School	5.4
	Absence	National comparative data	0.01
			0.5

3

3 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	2
	Permanent	0

3 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	12
	Satisfactory or better	100
	Less than satisfactory	0

3 **PART A: ASPECTS OF THE SCHOOL**

3 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3 **Attainment and progress**

1. Results in the 1999 National Curriculum tests for eleven-year-olds showed that performance was in line with the national average in English, mathematics and science. In English and science, the proportion of higher levels gained was below what would be expected, although in mathematics the proportion of these levels gained was average. These results reverse an upward trend that has been noted in all three subjects in recent years, although there has been an increase in the proportion of higher levels gained this year in English and science. There are now statistics from which one can predict the likely performance of pupils in the Key Stage 2 tests from their performance at Key Stage 1. From these statistics the pupils performed as expected in the tests with rather more of the higher levels in English and mathematics than one would expect. There was also a significant proportion of the year group on the school's register of special educational needs. In recent years there has been no significant difference between the performance of boys and girls in the tests until 1999 when girls outperformed boys significantly in all three subjects. Evidence from the inspection showed no good reason for this gender imbalance.
2. Compared with 'similar schools' results in 1999 were average in English and mathematics and below average in science. However, they were better in mathematics and science in 1998. The school has set challenging targets to raise standards in the future.
3. In the National Curriculum tests in 1999, attainment of pupils by the age of seven was well below the national averages in reading, writing and mathematics. However, the proportion of pupils gaining the higher levels in the tests was in line with the average in reading and mathematics and close to the proportion found in most schools in writing. As at Key Stage 2 there has been an increase in the proportion of higher levels gained in the tests this year. Standards in reading and writing have remained relatively static at around the national average over the previous three years, but those in mathematics are now significantly lower than they were in 1996 compared to national averages.
4. Compared with the levels gained in similar schools in 1999 the average levels scored by pupils in the tests at age seven are well below average in reading and mathematics, and very low in writing.
5. The teachers' assessments for the pupils aged seven in 1999, were very accurate in reading, writing and mathematics. The teachers' assessments for science at this age put pupils' performance below average in national terms.
6. When they join the nursery, the levels of attainment of children are rather below those expected. On admission to the reception class, the overall levels of attainment for children under five are in line with those found nationally. The children's attainment is in line to meet the Desirable Learning Outcomes for children by the age of five, when they begin to study the subjects of the National Curriculum. Attainment in personal and social development is good. Standards

are satisfactory in all other areas of learning for children under five and they make good progress overall.

7. The children under five in the nursery and reception classes are taught the value of listening carefully, and they listen to stories well and respond clearly when asked questions. Most speak confidently, usually answering questions with a sentence, but some have limited vocabulary. Some of the children can recognise a few words and they try hard to write their names. In mathematics, their skills are developing as they sort, match and count, and a number of children can recognise and count numbers to ten and beyond.
8. The baseline assessment tests carried out by the school show that pupils entering the school in the reception class have average ability overall.
9. By the age of seven, standards of attainment seen during the inspection are in line with the national average in English, mathematics, science and information technology. They are at the level expected in the Sefton Local Agreed Syllabus in religious education. They are in line with what is normally expected of pupils of this age in all other subjects except in art where good work was seen during the inspection. In the last inspection report, standards were described as generally meeting the national expectations in almost all subjects where all the programmes of study of the National Curriculum were being covered. As this omission in coverage has now been corrected and all the required aspects are being covered, standards have therefore been improved since that time. Overall, the pupils' attainment across the range of subjects at the end of Key Stage 1 is satisfactory.
10. Standards of attainment in speaking and listening are satisfactory for the pupils aged seven. They listen carefully and show understanding by being able to follow instructions. The pupils speak confidently but their range of vocabulary is not as wide as the average found in pupils of this age. Standards of reading are also in line with the average at this age. The pupils' skills of word recognition and word building are satisfactory and they are beginning to read with expression. Standards of writing are satisfactory at age seven. The pupils know how to present work neatly and their handwriting is usually accurately formed and consistent in size. Their spelling, punctuation and grammar are average for pupils of this age. They are able to write about events in their own lives and about the stories read to them in class. The pupils make satisfactory progress in English overall at Key Stage 1.
11. In mathematics at Key Stage 1, the pupils are reaching the expected standards in numeracy. Most can count groups of objects accurately and many can recall their addition and subtraction facts to 10 and beyond. Their ability to apply this knowledge to problems is satisfactory but they are not given sufficient opportunities to practise this skill. The pupils can measure using non-standard units and put objects in order of size. Evidence from the inspection is that most pupils are making satisfactory progress in mathematics at this Key Stage.
12. The pupils are reaching expected standards in science at Key Stage 1. Attainment in experimental and investigative science is unsatisfactory as the teachers give too much direction about the experiments that the pupils should carry out. Attainment in life processes and living things is good and the pupils understand growth and the needs of plants and animals. The pupils can recognise some properties of materials by the end of the key stage and their knowledge and understanding of this aspect is generally satisfactory. It is also satisfactory in physical processes. Pupils are

making satisfactory progress in science at Key Stage 1.

13. Overall, the pupils' progress at Key Stage 1 is satisfactory. However, some higher attaining pupils are not being given sufficient opportunities to progress at the pace of which they are capable. Progress in art is good at this key stage.
14. At the time of the inspection, standards overall at the end of Key Stage 2 were satisfactory. They have improved since the national tests in the Summer of this year, and, by the age of eleven, standards of attainment are in line with expectations in English, mathematics, science and information technology. In religious education, standards are in line with the requirements of the Locally Agreed Syllabus. Attainment is above what is expected of pupils of this age in art, geography and history, but below expectations in design and technology. It is line with expectations in all other subjects. The last inspection reported standards as being in line with national expectations in most subjects but below expectations in geography and art. Standards have therefore been improved significantly in these two subjects and generally been maintained in other subjects. There was insufficient evidence at the time of the last inspection to make a judgement in design and technology.
15. In English at Key Stage 2, standards of speaking and listening and writing are in line with the national expectations. Standards of reading are above national expectations at the end of this key stage. Standards in listening are often good and the pupils respond satisfactorily when asked questions. However, the pupils often lack the vocabulary to express themselves clearly when speaking. Most of the pupils read fluently and accurately. Opportunities are planned to provide a range of experiences to include extended writing and writing for a range of purposes directed to a specific audience. The implementation of the Literacy Hour has had a positive impact and pupils are making satisfactory progress in English overall at Key Stage 2.
16. In mathematics at Key Stage 2, the pupils' ability to calculate is satisfactory and they are usually quick and accurate. Their ability to use their knowledge in new situations is also satisfactory as is their ability to identify the correct mathematics to use in a given situation. The teachers often ask the pupils to explain their working and to find a variety of methods to solve a problem, which increases the pupils' understanding of the processes involved. The pupils' knowledge of shapes, space and measure and data-handling are satisfactory, their understanding of data-handling being enhanced by the use of information technology. The school has satisfactorily introduced the National Numeracy Strategy and pupils' progress in mathematics is satisfactory at Key Stage 2 overall.
17. At Key Stage 2, the pupils' attainment in science is satisfactory and progress in science is also satisfactory overall. The pupils have good knowledge and understanding of life processes and living things. They realise the importance of healthy living and keeping fit, and know which habitats suit various animals. The pupils' ability in experimental science is unsatisfactory as, although they can undertake a fair test, the teachers too often give them too much direction when they are carrying out these tests. They also do not have sufficient time to devise and carry out their own experiments. The pupils' knowledge of materials and physical processes is satisfactory. They have sufficient depth of knowledge of materials and have satisfactory understanding of the topics on physical processes.

18. The general progress of pupils at Key Stage 2 is satisfactory, though a number of the potentially highest attaining pupils are not being given sufficient challenges in lessons. In art, geography and history, the pupils' progress is good. They are being given a wide range of opportunities in these subjects which enhance their understanding and progress. Progress in design and technology is unsatisfactory as there is insufficient time given to the subject and the pupils do not design for a purpose often enough.

19. Pupils with special educational needs make good progress relative to their prior attainment as the result of good assessment of need, the setting of specific, short-term learning objectives to meet those needs and the good quality of support provided.

22. **Attitudes, behaviour and personal development**

20. These are positive features of the school and show an improvement since the last inspection. The pupils have good attitudes to learning, show interest in their lessons, and listen well. Their response to two thirds of the lessons seen was good or better. They persevere with quite difficult tasks, as when researching and recording facts about the 1950s and 60s in a Year 6 history lesson. They take pride in their work and in their achievements, such as the distance awards for swimming.

The work provided for the pupils with special educational needs is well matched to their needs and so the pupils achieve success, which helps their motivation and most are keen to learn and concentrate well. Although there are not a wide range of opportunities for the pupils to develop personal study skills, they do learn to make informed choices when selecting resources, and in Key Stage 2 use the library for independent study. The pupils in Year 3 designed their own experiments when testing materials for absorbency.

21. Behaviour in lessons and around the school is good and is a feature much valued by parents. The school is an orderly community where pupils show consideration for others and are polite and helpful. They show respect for property, are trustworthy and play together harmoniously across all age groups. The pupils in all year groups respond well to the system of rewards, and respect the need for rules. Very occasionally a few pupils take advantage of unsatisfactory classroom management and become noisy or restless in lessons, although they respond very well when suitably motivated. Exclusion is used only very rarely, when a single day penalty emphasises the unacceptable nature of seriously anti-social behaviour.

22. Relationships in the school are very good. There is a calm atmosphere with pupils relating well with each other and with adults, both teaching and non-teaching. There is no evidence of any bullying. The pupils learn to understand and value the feelings and beliefs of others, a feature which was evident during a lesson in which the pupils in Year 5 learnt about the celebration of Eid led by an Islamic visitor.

23. The personal development of the pupils is very good. They demonstrate a tolerant and caring attitude, have their own high expectation of the conduct of others, and are becoming mature young citizens. They willingly accept responsibility from a very young age. For example, in the reception class the 'special people for the day' take their duties seriously, as do class monitors and special helpers throughout the school. In Year 6, the pupils who have break and lunchtime responsibilities helping with younger children are reliable and sensitive. Individual opportunities include learning about aspects of water safety, first aid, concern and support for the

less fortunate through support for charities, and the pursuit of excellence in their chosen fields through playing for school sports teams, playing in the school orchestra, and performing to audiences. Some pupils are taking an active part in the school grounds improvement working party. The school celebrates and promotes the success of individuals in competitions often originally entered in class, and the badminton team's string of victories took its members into the Guinness Book of Records.

26. **Attendance**

24. Attendance is satisfactory and punctuality is good. In this respect there has been an improvement since the last inspection and the key issue has been addressed. Parents say that their children do not like to be late for school. Punctuality has been improved since the introduction of an earlier admission time into the building, prompt registration and increased security. A prompt start to lessons in the afternoon and after break times is sometimes hampered by the time-consuming process of escorting pupils in from the playground and through the long corridor to the Key Stage 2 classrooms.

25. Attendance in the last reporting year was just above the national average for primary schools, with extremely low unauthorised absence. Over the last few years, attendance has been consistently higher than the national average, with an upward trend until last year. There is evidence to suggest that the slight decline was due to an increase in the number of pupils taken on family holidays during term time, an activity which the school tries hard to discourage. Most pupils have good attendance records and this term the overall figures indicate further improvement.

28.

Q

QUALITY OF EDUCATION PROVIDED

28. **Teaching**

26. The quality of teaching observed was good overall. No unsatisfactory teaching was seen during this inspection. One in two lessons observed was good and a further one lesson in ten very good. The quality of teaching was similar for all age groups in the school except that the teaching of children under five is almost always at least good. During the last inspection, the teaching was described as good for the children under five and for the pupils in Key Stage 1, but one in ten lessons in Key Stage 1 and one in four lessons in Key Stage 2 were unsatisfactory. This situation has improved significantly and the school has addressed well the key issue concerning unsatisfactory teaching at the last inspection.

27. Throughout the school, the teachers have generally good subject knowledge and are therefore confident in their delivery of lessons. They plan their lessons well and this planning is clearly linked to longer term planning. This planning is particularly effective in helping the progress that the pupils make when learning objectives for lessons are shared with the pupils and reviewed at the end of the lesson. Lessons are also well structured with teachers using a good balance of instruction and activities for the pupils to do. There are, however, a small number of lessons where all the pupils are expected to do the same work. The result of this

is that in these lessons some pupils, particularly those of high potential attainment, are not making the progress of which they are capable. A further hindrance to the progress of these higher attaining pupils is that when the teachers do provide different work within the class, the range of abilities targeted is not wide enough. In most lessons the teachers set high standards of discipline and manage the pupils well. This occasionally does not happen, and in these lessons the progress of pupils is slowed and time is wasted by the pupils. Apart from this, time is generally used satisfactorily, with lessons moving at sufficient pace. Resources are often used well, for example in a religious education lesson when a Muslim visitor answered questions, the pupils had greatly enhanced knowledge and understanding of this faith and its traditions.

28. The teaching of children under five in the nursery and reception class was good or better in nine out of ten lessons observed. The teachers of the under-fives manage the children well and maintain a well-organised environment in which the children feel secure and ready to learn. The planning for the core subjects of English and mathematics takes due note of the requirements of the nationally agreed Desirable Outcomes for Learning and the teachers often plan a good range of activities. The teachers of the children under five know the capabilities of their children well. They also make good use of the support staff and of parents in their children's learning, involving them as much as is practicable.
29. The teaching of literacy and numeracy is satisfactory in the school. The teachers have had training in the presentation of both the Literacy Hour and the Numeracy Strategy and this is improving the pupils' rate of progress.
30. Teachers have a good knowledge of their pupils, especially those with special educational needs. Their planning incorporates the specific learning targets, where appropriate, and work generally is well planned to match the prior attainment of pupils in the class. The lessons are planned together with the support staff to ensure that objectives are clear and that the support can be effective. Assessment for these pupils is good and is used well to inform planning.
31. The marking of work is generally satisfactory, and often contains comments that will help the pupils to improve or set targets for themselves. Homework makes a satisfactory contribution to the pupils' learning, and there is increased provision in later years to prepare pupils effectively for secondary education. The pupils take home reading and some weekly spelling and mathematics, and as they reach the upper years other work is also set.
34. **The curriculum and assessment**
32. The school has clear curriculum aims, which include the provision of a broad and balanced curriculum that will enable all pupils to reach their full potential. The school is successful in meeting the aim for a broad curriculum, and it contains all the subjects of the National Curriculum together with religious education and, in some classes, circle time to develop social skills. The school has successfully implemented the new schemes for literacy and numeracy. In an attempt to ensure good progress in these subjects, it provides over-long periods of time. In doing so it does not meet its aim for balance totally successfully. The additional time is not used effectively in many lessons to enhance the development in these subjects and has the effect of reducing the time available for other subjects in the curriculum, many of which have below the average times given to these in other schools. The

school has recently introduced a specific lesson each week on information technology and this is already having a noticeable effect on progress in this subject.

The time spent in class in the infants is above that recommended for pupils of this age and, in response to a key issue in the previous report, the time in class for the juniors has been increased to be close to that recommended for juniors. In practice, however, there are several factors eroding that notional time. A few minutes are lost each afternoon in registration, but the major factor is time lost in moving from break to classrooms and between classrooms, due to the nature of the building and its extensive layout. The time lost in such slippage was a key issue in the previous report and this has not been fully addressed. The school procedures successfully prepare pupils for the next stage of their education, including the move to secondary schools, and the links between the nursery and reception classes are particularly effective. There is a good homework policy and homework is set regularly and prepares the pupils for secondary education well.

33. The quality of the curriculum for pupils under five, in the nursery and reception, is good. It is securely based on the required areas of learning and careful planning ensures a very good range of activities is provided to effectively promote children's learning. The exception to this is that the children in the reception class have no planned play in a secure outdoor environment with large play equipment.
34. The school meets all the statutory requirements both in terms of the National Curriculum and those of the Locally Agreed Syllabus for religious education. There is a good policy on sex education and good guidance is provided for staff on its implementation. Both this aspect and healthy living are covered mainly through the science lessons but this work is supplemented well by talks from the school nurse.
35. The school generally provides satisfactory access to the curriculum for all its pupils. There is no discrimination by gender or ethnic background. Equal opportunities considerations are now part of all subject policies, which is an improvement from the last inspection, and these are implemented well. The school has a very strong policy on racism and this is implemented very thoroughly. The previous school inspection report noted that some pupils were withdrawn from other subjects for additional work in literacy and so missed some of their entitlement to those subjects. This is still the case for a few pupils with special educational needs where the support is provided from local authority resources so the school does not have full control. The school is aware of this and tries to minimise the effects by linking the extra work with the work done in the subject by the rest of the class wherever possible.
36. The curricular provision for pupils with special educational needs is very good and no pupils are debarred from access to the curriculum. The school policy is reflected in all subject policies and is implemented well. The special needs co-ordinator carries out her duties very conscientiously and involves all staff in the identification of pupils with special needs and in the reviews of their progress. The Code of Practice for these pupils is fully met. The register is correctly maintained and progress is regularly reviewed with parents and class teachers being invited to these meetings. Individual education plans are very well devised with specific, relevant, short-term and attainable targets. These are reviewed weekly with progress noted and new targets set. These targets are incorporated well into lesson planning. The support staff are used very effectively and they are involved in the planning to ensure that their extensive knowledge of the pupils they support is used to

maximum effect. This is a marked improvement on the situation at the time of the last report. The services of outside specialists are used well to assess pupils and ensure a good level of support.

37. The quality of the school's curriculum planning was seen as unsatisfactory at the time of the last inspection and was a key issue for the school to address. At that time, several subjects lacked policies or schemes of work, the curriculum did not meet the statutory requirements for some subjects, and planning that allowed pupils to progress was unsatisfactory. There has been a great improvement in the planning since that inspection and planning in the school is now very good. All subjects now have policies and schemes of work, many incorporating those recommended nationally. Planning based on these schemes ensures a continuity of experience for the pupils as they move up the school allowing them to progressively develop their knowledge and skills. The quality of teachers' planning in the long, medium and short-term is generally of a good standard and identifies opportunities for assessment. Planning is carefully monitored by subject co-ordinators who provide support and guidance and even joint planning when necessary. Lesson planning identifies the specific learning objectives to be covered. Some teachers share these with the pupils at the beginning of the lesson and check with them that the targets have been met at the end. Most lessons are planned at three levels to ensure that the work matches the differing attainments of the pupils in the class. Parents are kept very well informed of the work to be covered each term and many commented favourably on the usefulness of this information.
38. The extra-curricular provision in the school is good and pupils' experiences are enriched well by the provision. There are after-school clubs for art, first aid, singing, cello and violin, as well as sports such as gymnastics and badminton, and about half the pupils are involved. The school also offers opportunities for competitive sports including swimming and badminton. There are visits to places of local interest such as museums and a newspaper office. There are field trips to support the work in geography and history. There are good links with a school in Sweden, which successfully broadens pupils' view of the world. The school uses visitors to the school well, especially the skills and knowledge of parents. Several parents and the local vicar were interviewed during the inspection as part of the Year 4 work on producing a newspaper. These visits, links with places of interest and the range of visitors into school make a very good contribution to the pupils' learning.
39. The school has effective systems for assessing pupils' attainment and the school's procedures are good overall. This was seen as a strength in the previous inspection. There is a baseline assessment on entry to the school and there are regular assessments in subsequent years. The school takes the optional national tests in the core subjects and these are supplemented by end-of-unit tests in mathematics and science. Assessment in English is not as well developed as the other core subjects, especially in recording and assessing reading. Since lesson planning focuses on specific learning objectives, there is a move away from recording attainment in terms of attainment levels to recording progress against those objectives. This practice is widely followed for both core and foundation subjects and provides a more precise system which is still manageable. Teachers also provide summary statements for pupils as they move up the school and these are often linked to targets for improvement agreed with the pupils. The school has a clear marking policy which is followed well and work is marked extensively, usually with useful comments on how the work can be improved.

40. The use of assessment to inform teachers' planning is good. Results in standard and optional tests are analysed by subject co-ordinators who identify any variations between boys and girls and any areas of perceived weakness in the coverage of the work. This information is then used to modify the work done in class. All these assessments are held on a central record and this is used to identify any under or over-achievement by individual pupils. The school is looking to use a database to make this more efficient. Teachers also review and evaluate the work done in the previous week to see how well the objectives have been reached and how well individual pupils have done. The work in lessons is planned using this information to match the work to the attainment of the pupils in the class. This is done well for the majority of pupils, but higher challenges are still not always provided for the highest attainers and this key issue identified in the previous inspection has only been partially met. The teachers also produce an evaluation of the work done in each unit of work, which provides a clear record of what has been achieved and serves as the basis for reporting progress at the end of the year. Although the pupils are sometimes involved in setting their own targets, this is currently not widely developed, but the school would like to extend this system into a record of achievement.

43. **Pupils' spiritual, moral, social and cultural development**

41. The school makes very good overall provision for the pupils' spiritual, moral, social and cultural development, which plays an important part in the life of the school.

42. Spiritual development is satisfactory, with much of the provision for its delivery being provided in the religious education lessons. The pupils are provided with the opportunity to reflect on their experiences and on the needs of others in assemblies, but these opportunities are sometimes limited. The daily act of collective worship makes a satisfactory contribution to the pupils' spiritual development. Whilst a sense of awe and wonder was observed in some history and art lessons, there is little planned provision for spiritual development in individual subjects in the curriculum.

43. Provision for the pupils' moral development is very good. A sense of morality underpins the aims and ethos of the school, with the pupils having a good knowledge of right and wrong. Pupils show a strong sense of morality if one of their peers misbehaves. This has a positive impact on the good behaviour displayed by pupils both in classrooms and around the school. The pupils are aware of the responsibility they have for their own actions, and a concern for the well being of others. All this is reinforced by the rewards and sanctions systems operated by the teachers.

44. Social development is very well developed as the pupils gain good social skills as they move through the school. All staff, including both teaching and non-teaching staff, provide good role models for pupils. The pupils recognise the high demands the headteacher and staff place on them in terms of their behaviour, and they respond in a positive manner. The pupils actively wish to please their teachers. The pupils move around the school in a safe and sensible manner, display good manners during lunchtimes, and are courteous to visitors. The pupils respect and listen to each other's opinions, and good relationships exist between the sexes. Good relationships based upon mutual respect also exist between children and all

adults in the school. The pupils develop good co-operative skills and an understanding of the need to work together, through regular involvement in a range of timetabled and extra-curricular sporting activities. The pupils with special educational needs are well integrated in the school's caring and supportive environment. Their social skills are further developed in the range of trips out of school, including a trip to London for the pupils in Year 5.

45. The quality of provision for the pupils' cultural development is very good. Most pupils share a common cultural background. The pupils are provided with the opportunity to appreciate their local heritage through an exploration of the area in which they live and how it has changed over a period of time. Geography provides the pupils with the opportunity to learn about alternative lifestyles and cultures. History provides the pupils with the opportunity to examine the changing nature of their own culture as well as exploring the historical cultures of other civilisations, such as the Romans, the Greeks and the Egyptians. In English, the pupils are able to explore their literary heritage with pupils producing good work based on a range of poetry and prose. In music, pupils explore the works of recognised great composers, both traditional and modern, whilst in art the pupils consider the work of Miro, Mondrian and Van Gogh, and use this experience as a stimulus for their own work. The pupils are also provided with the opportunity to explore art from other cultures with pupils producing some imaginative aboriginal paintings. The pupils' work in religious education helps them to come to an understanding of world faiths and the multi-cultural society they live in. The pupils extend their cultural development through regular visits to museums, concert halls and places of cultural interest. The pupils' cultural awareness is also widened by links with schools with a different cultural background, most notably the school in Sweden, with which there are close links. All these activities make a very positive contribution to the pupils' cultural development.

48. **Support, guidance and pupils' welfare**

46. The school makes good overall provision for the support, guidance and welfare of its pupils. The last inspection report raised two key issues regarding this aspect of the school's provision. Improvements have been made in both areas, although there is still a need for further development. The higher attaining pupils are now better supported in their learning through more appropriate teaching strategies but the most able pupils are still insufficiently challenged. The legal requirement for health and safety checks has been addressed but there is still no whole school policy for risk assessment. Monitoring has been improved and the governors now conduct twice-yearly risk assessment visits.

47. The provision for monitoring the progress and personal development of the pupils has many very good features and is founded on the way children are well known by their class teacher and various other members of staff. There is a sensitive, gradual introduction to the school through the part-time nursery provision. Through both key stages, helpful marking of the pupils' work and the use of personal targets for improvement, coupled with good monitoring of achievements, provide effective guidance for pupils. The termly learning targets of which parents are aware contribute well to this support.

48. There is a well-appointed room for special educational needs which is used for small withdrawal groups and for team meetings of the support staff. The support provided for these pupils is effective. Assessments are good and take place

regularly. Targets set are appropriate and include targets for behaviour where necessary.

49. There are close links with receiving secondary schools, which ensures a smooth transfer to the next phase of education. This includes some curriculum input, particularly in music and physical education, as well as good transfer of information. The pupils are well prepared for secondary school and benefit from a range of personal and social education opportunities including safety awareness, and they contribute to the orderly running of the school through a range of positions of responsibility.
50. The school has very good procedures to maintain discipline and promote good behaviour. The behaviour policy is fully supported by parents and used consistently by the staff. The pupils are encouraged to apologise for any instances of misbehaviour. The popular award of weekly excellence certificates for specific instances of very helpful, thoughtful or self-less behaviour, as well as significant improvements in the behaviour of children with behavioural difficulties, further promotes the school's aims.
51. Measures to promote good attendance are satisfactory. Parents are aware of the need to notify the school with all reasons for absence, and they are encouraged not to take their holidays in term-time. Absences are monitored and the school has regular contact with the education welfare service.
52. The school makes good provision for the welfare, health and safety of its pupils. There was a key issue at the time of the last inspection regarding health and safety, and this has been addressed effectively. There is a member of staff with responsibility for child protection procedures. These procedures are clear, well known to staff, and follow the local area guidelines. Supervision at breaks and lunchtime has been improved through initiatives such as the regular meetings between the lunchtime organisers and the headteacher and other staff, in order to share concerns, best practice and first aid training. The teaching and caretaking staff are constantly vigilant for matters of health and safety, and the pupils are taught safe practice, particularly regarding hygiene. The portable electrical equipment has been tested and verified this year.
55. **Partnership with parents and the community**
53. In recent years, the partnership with parents has become more effective and parents are now overwhelmingly supportive of the school. They feel well informed about the work of the school and their children's progress. Information provided for parents is very good, for example in the reader-friendly prospectus and annual governors' report. The half-termly newsletter, 'Hudson Herald', is used well as a vehicle for celebrating pupils' successes, school events and for keeping parents aware of important issues. The school works hard to develop a more effective partnership with parents by enabling them to become better informed of the ways in which they can help their children. The learning targets for each term provide a detailed account of the areas to be explored in all subjects, as well as personal areas for improvement. The pupils' annual progress reports are good, and are supplemented by termly attendance data sheets. The reports cover achievements, progress and areas for improvement in English very well, and it would be very beneficial to extend this good practice to other subjects.
54. The parents' involvement in the school and with their children's learning is good

with some very good features. Many parents help in school, either in classrooms, on trips and with productions, or as parent governors and members of the Parents, Teachers and Friends Association. The expertise acquired through attending the 'Parents as Educators' courses in information technology and basic literacy has helped to ensure that classroom assistance is of a very high calibre.

55. The co-ordinator and the special needs teacher are known points of contact for parents whose children have special educational needs. Parents are invited to formal review meetings and the school involves the parents as fully as possible in providing the support their children need. This involvement of parents is good and parents at the meeting spoke very warmly of the provision provided by the school and the quality of the staff involved. The home-reading diaries and records show that many parents hear their children read regularly, but this area of support is not well developed and some pupils are not receiving worthwhile support, which is limiting their progress. The weekly coffee morning is well attended, giving parents and younger siblings closer contact with the school and knowledge of forthcoming events.
56. Enrichment of the learning environment and children's experiences through links with the local and wider community are very good. The range of worthwhile contacts and their contributions to the curriculum are exceptional. The programme of visits, visitors and correspondence provides a wealth of first-hand experience in areas of personal and social development, history, geography, religious education, music, English and physical education. Highlights amongst these include the football coaching provided by members of Everton Football Club, an orchestra workshop with the Liverpool Philharmonic Orchestra, a project working with local newspaper staff, and an elderly local couple who share their wartime evacuation experiences. Through writing to children in other schools, comparative geographical and cultural studies have been possible with schools in Hastings, Sweden and Russia. The Swedish link is particularly exciting, and has involved pupils writing letters in Swedish and making replica ceramic Hjo sandals; an exchange visit is planned.
57. The personal and social opportunities provided include hearing from members of the emergency services, learning water and road safety from specialists, and pupils entering local and national competitions, with some success. A valuable link with the local church provides a weekly assembly and a singing club for pupils. The school hosts the British Broadcasting Corporation Webwise sessions for the community in its new information technology suite, and welcomes students on work experience from secondary schools or work placement from local colleges.

60.

T

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

60. Leadership and management

58. The leadership and management is very good and is a strength of the school. The headteacher provides clear educational direction for the school and he is well supported by the governing body. A strong sense of team-work has been established between the headteacher, the governing body and all staff which supports school developments effectively. The school has a very positive ethos and

school aims are very well promoted through its policies and practice.

59. The quality of leadership has been maintained since the previous inspection and governors have successfully addressed the key issues identified in the last report. The first key issue in that report was that the governing body should support the headteacher, particularly by ensuring that he had sufficient time to carry out his duties effectively. This issue has been well addressed as the headteacher now has sufficient non-teaching time, and legal obligations with regard to health and safety checks and appraisal have been met.
60. The school development plan is based on a detailed evaluation and review of previous developments, is detailed and comprehensive and clearly reflects educational priorities and strategies for future development. The senior management, governors and all staff are appropriately involved in the planning process. Individual subject development plans are devised by co-ordinators and targets for development, responsibilities, outcomes and financial implications are presented within a clear format. The school development plan is and as an effective management tool.
61. Procedures to systematically monitor the work of the school by the headteacher, senior management team, subject co-ordinators and the governing body are excellent. The headteacher, particularly, shows strong leadership in this area and has established very secure procedures in order to monitor the quality of teaching, learning and curriculum development across the school. Both the headteacher and subject co-ordinators closely monitor teaching and learning through classroom observations, and the scrutiny of teachers' planning and pupils' work. Formal methods of evaluation and feedback ensure there is a better understanding of the impact of teaching and curriculum planning on the quality of education provided by the school. Self-evaluation has been successfully implemented by the school and is a strong feature of the schools' monitoring strategy.
62. The special needs co-ordinator is new to the post but already operates very effectively in this role. On taking up the post there was review of practice in the school from which she has formulated a well-constructed action plan to institute a whole-school approach to assist in literacy. She meets the support staff weekly to discuss the progress of the pupils. She actively involves all staff in the identification of pupils with special needs and in the review process. The school has a good policy for special educational needs and this is implemented very well. There is a nominated governor who is a member of the support staff. As a result she is very aware of the situation within the school. Special educational needs provision is accurately reported in both the school prospectus and in the governors' annual report to parents.
63. The governing body has successfully established a committee structure which helps them to effectively monitor the work of the school. They are supportive of the headteacher and work with him to achieve the school's clearly stated aims. The chair of governors, who is also the chair of the finance committee, has a clear view of the role of the governing body and meets with the headteacher on a weekly basis in order to keep informed about school developments. The governing body fully fulfils its statutory responsibilities, with the exception of one omission in the governors' annual report to parents in which the 1999 Key Stage 2 targets were not appropriately published. There is an appropriate daily act of collective worship.

64. The deputy headteacher and subject co-ordinators have job descriptions for their general duties, but these are not specific to their subject or management role. Although not formally identified in writing, the deputy headteacher has specific areas of responsibility which he carries out effectively. The senior management team meets regularly, as does the staff as a whole team, and these meetings are effective in driving developments forward.
65. Routine administration is carried out effectively with good lines of communication. This has a positive effect upon the ethos of the school.

Staffing, accommodation and learning resources

66. The number, qualifications and experience of the teaching staff are well matched to the demands of the National Curriculum and the requirements for children under five. The governors have responded to the key issue in the last report regarding required improvements in staff expertise by deliberately appointing personnel with specialisms in the deficient areas of art, music and information technology. This policy, together with effective staff training has resulted in an improvement in the standards achieved by pupils in these subjects. The small class sizes are a feature much valued by parents, who feel that this contributes effectively to the rate of progress made by their children.
67. The teachers are supported by a team of classroom support staff and non-teaching ancillary staff who all contribute very effectively to the learning and whole school environment. There is now full-time qualified support for the under-fives in the reception class. Support staff are well trained, dedicated, and very effectively used. They make a significant impact on the progress achieved by pupils with special educational needs and the under-fives. Resources for special educational needs are good, including several computer programs designed to help with literacy and numeracy. The special educational needs teacher employed by the school is equipped with a laptop computer to assist her in that work.
68. Arrangements for the professional development of all staff are very good, although the job descriptions are insufficiently detailed, especially where staff have managerial responsibilities. There are effective procedures to support staff who are newly qualified or new to the school. Staff appraisal is on-going, with targets for personal development linked to priorities identified in the school development plan. There has been an emphasis on literacy and numeracy in 1999 but a wide range of training opportunities are offered to staff, including specific courses for support staff.
69. The accommodation is very good and has been considerably improved since the last inspection. It is spacious, attractive, well maintained and suitable for the needs of the National Curriculum. Interior redecoration, the refurbishment of the junior library and the installation of a specialist information technology suite have greatly enhanced the appearance and the accessibility of learning resources.
70. The internal environment is greatly enhanced by the many good quality displays and pictures which celebrate pupils' own work, record memorable school events, and display resources to inspire and inform topic work. The playground and fields are in need of improvement to create a more stimulating environment for the pupils, and there are well-advanced plans involving pupil input for this development.
71. Learning resources are of satisfactory quality and quantity overall to meet the needs of the National Curriculum. The governors have invested significantly to bring the level of resources in almost all subject areas up to at least an adequate supply. The best resources are in information technology, religious education and history, where the collection of artefacts and the range of visits have a very positive impact on standards. Resources for design technology are still in need of improvement as there are insufficient tools. The new junior library has been furnished to a high standard and is now ready for restocking. Topic boxes from the county library service supplement book collections.

74. **The efficiency of the school**

75. The finances of the school are well managed and educational developments are supported well through careful financial planning. Since the last inspection, the large underspend identified in the previous report has been prudently spent on long-term projects such as setting up a new information technology suite, establishing a special educational needs base and improving the learning environment for pupils through a rolling programme of refurbishment. Although the carry forward in last year's budget was slightly over an acceptable surplus level, this also has been spent on high quality information technology resources. The 1999 budget is within acceptable limits. Since the last inspection, the governing body has successfully supported the headteacher by giving him more non-teaching time to carry out his duties more effectively and has increased the efficiency of the school by enhancing staffing and learning resources.
72. The headteacher and governors' finance committee work together to set the budget and it is monitored efficiently. Financial planning is well linked to the educational priorities identified on the school development plan. Effective monitoring procedures are in place. The headteacher prepares an annotated budget review each term for the governing body to consider. To support spending decisions, a realistic range of budget options is prepared by the headteacher for governors to consider and discuss.
73. Staff and resources are efficiently deployed throughout the school. The amount of money received per pupil is high. Due to the present staffing profile, the expenditure on teaching staff is low. However, the school has made a determined effort to employ additional educational support staff for special educational needs pupils and to keep spending high on learning resources, which is appropriately allied with priorities identified on the school development plan. The expertise of teaching, non-teaching staff and parents is used effectively to enhance the quality of learning and both the accommodation and learning resources are used well overall. However, because of the nature of some daily routines, such as pupils coming in from the playground at one end of the school building in order to receive a lesson at the other end of the school, a significant amount of teaching time is eroded. Insufficient use is made of the secure outdoor area and large play equipment for pupils who are under five in the reception class. Good use is made of a range of visits and visitors to the school to enrich the curriculum.
74. The governors' decision to supplement the funding for special educational needs has been especially efficient. Allocation and use of funds for pupils with special educational needs is appropriately identified, appropriately allocated and the spending is monitored. Funding received under special grants is used appropriately to support whole school and individual staff development needs and is in line with school development plan's priorities.
75. The day-to-day school administration and control of finances are satisfactory. The financial audit of 1998 made several recommendations to improve financial control and these have been addressed. However, the arrangements for the purchase of postage stamps are unsatisfactory.
76. Taking into account the high unit cost per pupil, the average attainment on entry, the satisfactory progress made by pupils and their attainment when they leave, the

good quality of management and teaching, and the good improvement made since the last inspection the school provides sound value for money.

80.

P

ART B: CURRICULUM AREAS AND SUBJECTS

80.

A

REAS OF LEARNING FOR CHILDREN UNDER FIVE

77. Children are admitted to the nursery in the term following their third birthday and enter the reception class in the September before their fifth birthday. At the time of the inspection, the nursery unit had 37 children who attended part time and 11 children under five attended in the reception class full time.

78. The children's attainment on entry to the nursery is below the national average. By the time they reach the age of five and enter the school, the attainment of most pupils is broadly average and most children have achieved national expectations in all the nationally agreed Desirable Learning Outcomes. The children make good progress in both the nursery and reception class. Teachers from both units plan together to ensure equality of provision. The quality of teaching is consistently good and ensures that children make good progress. Curriculum planning is also good and is appropriately matched to the Desirable Learning Outcomes for children under five, and older reception pupils appropriately begin working to Key Stage 1 programmes of study when they are ready to do so.

82. Personal and social development

79. The children make good progress in their personal development. They quickly learn and respond to daily routines confidently and happily. The children relate well to adults and to each other, and from an early age learn to share and consider the needs and feelings of others. The staff plans a range of activities which promote social skills. For example, children are encouraged to collect their own milk and biscuits and are expected to sit politely and quietly, sharing a special table with other children. They understand the importance of taking turns while playing games and can share toys and other equipment well. The children show good levels of concentration for their age and are able to engage in tasks with interest and sustained concentration. The teachers and other support staff teach what is right and what is wrong effectively and children's behaviour in both the nursery and the reception class is good. The children quickly learn to take responsibility. For example, they take responsibility for their own learning as appropriate as they choose between a range of well-organised activities, and in the reception class children are given specific jobs to do, such as sorting out and tidying away word lists and flashcards. The teachers place an appropriate emphasis on the promotion of the children's personal and social skills. They provide a safe, secure, stimulating learning environment which enables the children to feel confident to attempt new learning.

83. Language and literacy

80. The children make good progress in this area of learning in both the nursery and reception class. In the nursery, the children are interested in books and are able to sit and concentrate with an adult and talk about the pictures and can make some simple observations and predictions about what is happening in the story. They know print carries meaning and know how to handle a book and turn the pages

correctly. Many children are beginning to recognise their own names when they are written. The children in the reception class are acquiring a good understanding of initial letter sounds and most pupils can read simple sentences containing common three letter words. The children listen well to adults and each other. They are keen to talk and can take turns appropriately when speaking. In the nursery, children develop early writing skills and are able to put marks on paper. Some children are able to follow simple writing patterns well and by the time they are five most pupils are able to trace over or write their own name independently; letter formation is developing well. The children under five in the reception class are included in the literacy hour. They listen to a range of stories, poetry and rhymes to extend their understanding of vocabulary and simple sentence construction.

84. **Mathematics**

81. The children make good progress in mathematics. The teachers use every opportunity to reinforce mathematical language and concepts through not only specifically planned tasks but also through daily routines, such as milk time and outside play activities. For example, in the nursery, before children are allowed to collect their milk, they are asked to name and put a shape into the correct set or post box. Most children can recognise and name several different shapes such as a square, circle, rectangle and triangle and can count the number of sides they have correctly. Number skills are well developed and older children can count accurately to 10 and beyond and can recognise some of the numerals. The children are developing a sound understanding of the early concepts of capacity and volume as they fill and empty containers with sand and water. The teachers plan interesting activities to develop the children's knowledge and understanding of mathematical concepts. For example, in the nursery, one activity involved wrapping different sized and shaped parcels which required the children to use all their understanding of area and shape and space to match and identify which object was wrapped inside.

85. **Knowledge and understanding of the world**

82. The children make good progress in their knowledge and understanding of the world, particularly in the reception class. For example, the children learn about the properties of materials as they drop different types of print and materials into water in order to find out which is the most waterproof and record their findings on a simple chart. The children find out about the physical and man-made features in the environment as they make an imaginary three-dimensional relief map of Katie Morag's island. The children learn to make simple predictions and observations about what happens to an egg when it is dropped and then try to find ways of softening its fall so that it will not break. They have a good understanding of the needs of living things such as plants and can recognise changes, for example, they know how they have changed from when they were a baby. In both the nursery and the reception class, the children have a good understanding of technology in everyday life. They join pieces of paper and card with glue and tape in order to make models. The children learn from an early age how to manipulate a mouse accurately in order to click on icons and make changes happen on the screen.

86. **Physical development**

83. The children's physical development is satisfactory overall at the age of five.

Although progress is satisfactory overall, the rate of progress made by the children in the reception class is slower than for those children in the nursery, because in the reception class the children do not have the opportunity to learn from play in a secure outdoor area with large play equipment. In the nursery there is appropriate provision for play in a secure, outdoor area and the children learn control and balance as they ride a range of wheeled toys and climb large apparatus. In both the nursery and the reception class, the children develop good control of pencils, crayons and paint brushes and most hold them correctly. Using a range of construction equipment, the children show they are able to join pieces with growing dexterity and control.

87. **Creative development**

84. By the age of five, the children have made good progress in attaining the Desirable Learning Outcomes in their creative development. The children in both the nursery and the reception class learn well how to mix powder paint to create different shades. They show they are able to control the amount of paint or glue they put onto a brush or glue spreader very well for their age and can manipulate equipment effectively to paint straight lines or stick a piece of felt onto a large collage. The use of musical instruments was not observed during the inspection, however the children are able to join in a range of singing games and rhymes with enjoyment and can sing a simple tune well. In both the reception class and the nursery, children have sustained opportunities for imaginative play.

88.
88.

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ENGLISH, MATHEMATICS AND SCIENCE

88. **English**

85. Inspection findings indicate that standards of attainment by the end of Key Stage 2 are in line with the national average. The pupils in Key Stage 2 make satisfactory progress overall. The results of the 1999 National Curriculum tests also reflect this, as do the results of the national tests since 1996. In comparison with schools with pupils' from similar backgrounds, the performance of pupils in the 1999 tests was average. Taking into account the three years 1996 to 1998 together, the performance of boys in English was above the national average for boys and for girls it was close to the national average for girls.

86. Inspection findings show that standards of attainment by the end of Key Stage 1 are broadly in line with the national average. The progress of pupils at Key Stage 1 is also satisfactory overall. The 1999 National Curriculum tests show attainment to be well below national averages in both reading and writing. Trends over the previous three years in the National Curriculum tests indicate that attainment in reading is close to the national average and in writing it is below the national average. In comparison with schools with pupils from similar backgrounds, the performance of pupils in the 1999 tests in both reading and writing is well below average. Taking into account the three years 1996 to 1998 together, the performance of boys in reading was close to the national average for boys, and for girls it was below the national average for girls. In writing, the performance of boys in these tests was well below the national average for boys, and for girls it was above the national average for girls.

87. Attainment in speaking and listening at the end of both key stages is broadly average. Pupils across the school make good progress in listening and are able to listen attentively and with understanding in many different situations. Pupils' attainment and progress in speaking is weaker than in listening. Although pupils are eager to answer questions in lessons and show confidence when speaking in front of an audience, with the exception of higher attaining pupils, many pupils lack the vocabulary necessary to be able to express their ideas, opinions and views clearly.
88. Attainment in reading is in line with national averages at the end of Key Stage 1 and above at the end of Key Stage 2. The rate of progress made by the pupils in reading across the school is inconsistent but is satisfactory overall at both key stages. Most pupils make satisfactory progress as they move through the school. However, the progress made by the pupils in Years 3 and 4 is slow in comparison with other year groups, as many lack enthusiasm for reading and are unable to read with sufficient understanding. However, older pupils in Key Stage 2 make good progress and by the end of the key stage attainment in reading is above the national average. This is an improvement since the last inspection. By the end of Key Stage 1, most pupils have acquired several strategies to read unfamiliar words and are able to read from a variety of texts suitable for their age. Where the teachers demonstrate reading during shared reading activities, the pupils make good progress in learning how to read expressively, particularly at the end of Key Stage 1. By the end of Key Stage 2, the pupils are fluent, confident readers and are able to talk about significant ideas, themes, events and characters well. Most pupils know how to use an index page to locate information in a book and the teachers effectively encourage pupils to use non-fiction books across the curriculum in order to support their learning and develop personal study skills, particularly in history.
89. Satisfactory progress is made in writing at both key stages and attainment is in line with national expectations by the end of both key stages. Opportunities for pupils to write in a range of styles and for different purposes and audiences is developed well across the curriculum, particularly at Key Stage 2. By the end of Key Stage 1, the pupils are developing a sound understanding of story structure and can write simple stories with an appropriate beginning and end. Most pupils use full stops and capital letters appropriately when writing sentences and can spell most common simple words correctly. In handwriting, letters are usually accurately formed and consistent in size. By the end of Key Stage 2, the pupils' handwriting is fluent, joined and legible. The pupils make sound progress in understanding grammar and punctuation and by Year 6 most pupils are able to use a range of punctuation such as commas, apostrophes, speech marks and exclamation marks. In poetic and descriptive writing, pupils choose vocabulary carefully for effect and interest.
90. Both teachers and support staff give good levels of support to pupils with special educational needs and they make good progress in relation to their prior attainment. Individual literacy targets are precise and work is suitably planned to meet their specific needs.
91. Pupils throughout the school show good attitudes to learning in English. They listen attentively to the teachers and are confident and eager to answer questions. Most pupils work with interest and are able to sustain concentration. The pupils are able to discuss and work co-operatively in groups.

92. The quality of teaching is good overall, though it is generally better in Key Stage 2 than Key Stage 1. In the best lessons, the teachers clearly communicate learning objectives to the pupils. They demonstrate reading and writing skills effectively. Resources are well prepared and groups are effectively organised. The teachers formulate questions and tasks to suit all abilities. They have good relationships with the pupils and manage them well. Demonstration is used effectively to illustrate skills and teaching points, and plenary sessions consolidate pupils' learning well. The teachers have secure subject knowledge and use the correct terminology. Lessons are conducted at a brisk pace and the teachers have appropriate expectations. Day-to-day assessment is used effectively. When teaching is less successful, the teachers miss opportunities for pupils to practice their reading skills during guided reading and the pace of lessons and plenary sessions is too slow.
93. The subject has a newly appointed co-ordinator who has just taken up the responsibility this term. She has already identified areas for further development and has devised an appropriate action plan. The policy and scheme of work for the subject is to be reviewed. Across the school, assessment procedures in English are inconsistent and reading records give little evaluation of how pupils have progressed. Resources for the subject are satisfactory. However, although the library has been refurbished since the last inspection and a start has been made to replace books, it is still under stocked.
97. **Mathematics**
94. The percentage of pupils in Key Stage 2 reaching the expected level in the National Curriculum tests in 1999 was in line with the national average. The proportion achieving the higher level was also in line with the national average. This represents a decline from the previous three years when standards had risen consistently in mathematics in the tests. There are a number of factors to explain this decline, the most significant of which was the high proportion of that year group who were on the school's register of special educational needs. Until this year there has been no significant difference between the performance of girls and boys in the tests. However, this year girls performed better than boys. There was no evidence during the inspection to suggest a reason for this imbalance. The school makes strenuous efforts to ensure that all pupils have equal opportunities and girls and boys work happily together in many classes. In comparison with similar schools, the performance of pupils was average.
95. The judgement from inspection is that the pupils are making satisfactory progress overall through Key Stage 2 and that by the end of the key stage they are achieving satisfactory standards. This progress is faster in the later years of the key stage where most pupils are making good progress. This represents a maintaining of standards since the last inspection when standards were described as being in line with national expectations with some higher attaining pupils underachieving. By the end of the key stage, the pupils have a ready facility with number and standards of numeracy are satisfactory. They are able to calculate quickly and accurately in their heads and in their books. For example most of the pupils in Year 6 were able to multiply and divide amounts of money by ten quickly in their heads. On paper, the pupils calculate accurately, for example, being able to calculate percentages or fractions of amounts of money, and they can do 'long multiplication' by the end of the key stage. Their knowledge of shapes is satisfactory with many able to describe

the properties of a range of quadrilaterals, for example, and a number able to find their lines of symmetry. The pupils also have satisfactory understanding of data handling, being able to produce a variety of graphs to display information and read inferences from these graphs. This understanding is reinforced by the use of information technology.

96. Attainment in the national tests for seven-year-olds in 1999 was well below the national average. This represents a fall in standards since the tests in 1998. The major reason for this drop was the fact that nearly half of the group taking the tests in 1999 was on the school's register of special educational needs. However, the proportion of pupils achieving the higher level in the tests in 1999 was in line with the national average and this shows a significant improvement since 1998. The school is well aware that standards have fallen in each year since 1996 and have been addressing this problem for some time, although standards until 1998 were at least in line with the national average. Preliminary indications are that the quality of teaching and learning in this key stage is having a positive impact on standards. There has been no significant difference between the performance of boys and girls in recent years.
97. Evidence from the inspection is that the pupils are making satisfactory progress and that standards are satisfactory by the end of Key Stage 1. Once again this indicates that standards have been maintained since the last inspection when standards were described as being in line with national expectations. The pupils can follow number patterns and know the difference between even and odd numbers. They are able to count on and back in twos to 100 and, as well as being able to add and, subtract accurately to 20, they can find the missing number in a sum. They have sound knowledge of two and three-dimensional shapes and are able to describe some of their properties. Most of the teachers are good at asking pupils to explain their working and asking if there are other methods of working out a problem, so the pupils are developing the ability to apply what they have learnt to new situations satisfactorily.
98. The pupils with special educational needs generally make good progress in mathematics in relation to their prior attainment. They are well supported in class by other adults who are given clear guidance about their needs. The teachers also include specific work in their planning for these pupils, so helping this good progress.
99. The pupils enjoy their lessons and show good levels of concentration. A strength in their response is the way that they settle very quickly to group work even if they are not being directly supervised. They also work well together when appropriate, co-operating effectively in their work. The pupils treat resources with respect and relationships are very good in the classrooms. The good quality of the pupils' attitudes to their work has been maintained since the last inspection and has a positive effect on the progress that they make.
100. The quality of teaching in mathematics observed during the inspection was satisfactory overall, though it was generally good in Key Stage 2. The teachers are planning in line with the National Numeracy Strategy and their short-term plans are generally thorough and show a clear link to the Strategy. In many lessons the teachers share the learning objective for the lesson with the pupils at the start of the lessons and then return to review it at the end. Where this happens, the pupils are more involved in their learning and progress is consequently better. The teachers

generally manage their classes well and create an ordered environment in which the pupils find it easy to learn. In the occasional lessons where this is not the case, time is sometimes wasted and progress, although still satisfactory, suffers. The teachers have good subject knowledge, which enables them to be confident in their delivery of the lessons. However, there are a number of lessons in which the work is not appropriate for the abilities of all the pupils in the class. In these lessons either the same work is set for all, or the potentially higher attaining pupils are not being sufficiently challenged. This has an adverse effect on the progress that the pupils make in these lessons.

101. The National Numeracy Strategy has been effectively implemented and teachers are following it closely. However, the mathematics sessions are longer than the strategy plans for. In some instances, the teachers are extending their lessons to allow the material to fill a longer time than necessary. Where this happens, the lessons lack pace and progress for the pupils is not as fast as it could be.
102. The curriculum for the subject meets statutory requirements, is well planned, and the co-ordinator works hard to monitor this planning. Assessment has been done using formal standardised tests and the school is starting to track pupils' progress using them. There is also some good practice with regard to using the results of short-term assessments in the teachers' planning for future lessons. Monitoring of the subject is still being developed and the opportunities provided for monitoring teaching of the subject are too limited, though curriculum planning is well evaluated.
106. **Science**
103. Attainment at the end of Key Stage 2 is in line with that expected nationally of eleven-year olds. This is reflected in the results of the national tests held at the end of this stage in 1999 where the percentage of pupils achieving the expected level was in line with the national average but below that achieved in similar schools. The percentage of pupils attaining higher than the expected level in those tests was below both the national average and below that achieved in similar schools. This pattern was reflected in the work seen during the inspection where little work was seen of higher than expected levels. The pupils in Year 6 understand food chains and how unbalanced forces produce motion. They can separate mixtures by filtration. Most have clear ideas about the need for fair tests and can put these principles into practice. Attainment in the school has risen steadily over the last four years and kept pace with the rise in standards nationally and the standards reported in the previous inspection have been maintained. There is very little difference between the attainment of boys and girls relative to the way boys and girls attain nationally.
104. The attainment at the end of Key Stage 1 is also in line with that expected nationally of pupils of this age. This is not as high as that in 1998 when the percentage of pupils assessed as attaining the expected level was above both the national average and that achieved in schools with a similar intake. In that year the percentage of pupils assessed as reaching higher than expected levels was below both the national average and that achieved in similar schools.
105. Progress in both key stages is satisfactory. The pupils in Year 1 are able to investigate the absorbency of different materials and how that can be affected by using coatings such as margarine. The pupils in Year 2 know the parts of a plant

and what is needed for its growth. They understand life cycles and the need for a healthy diet and exercise. Year 3 pupils can sort materials by their properties and explain how those properties can be used. The pupils in Year 4 know how shadows are formed and that night and day are caused by the rotation of the Earth. Year 5 pupils know the major organs of plants and the process of pollination. They can investigate the growth of plants under different conditions and express their results using line graphs. The progress of the pupils with special educational needs is at least satisfactory and in many cases is good.

106. The pupils' attitudes to science are good. Most pupils are eager to respond to questions and generally listen attentively. They use equipment carefully and share access to it sensibly. They work well together in groups and are prepared to listen to the ideas of others. The pupils are generally interested and involved in the work and enjoy it, especially when it involves investigations.
107. The teaching observed during the inspection was good and was better than that observed during the previous inspection. Lessons are well prepared with good amounts of equipment. The planning of lessons is good, often with work matched to the differing attainment of pupils in the class. Expectations are generally sound but the highest attainers are not always given the opportunity to work at the higher levels of which they are capable. In a good lesson seen with Year 3, for example, the pupils were asked to construct a fair test and it was not until the end of the lesson that their ideas were evaluated to see if they had achieved that goal. This enabled the pupils to understand more clearly the requirements for such tests rather than the teacher laying down the conditions at the start of the lesson. Most lessons are conducted at a suitable pace and lessons are well organised and managed. No unsatisfactory teaching was seen in this subject during the inspection.
108. The previous inspection report indicated that the subject was not fulfilling the requirements of the National Curriculum. This is no longer the case and the school has adopted the nationally recommended scheme for this subject and has adapted it to meet the school's needs. The time provided for this subject is lower than that provided in most schools in the country, but the school is coping and providing adequate coverage. It does, however, reduce the time available for more open-ended investigations which will affect the chances of pupils attaining higher than expected levels. Assessment in the subject is very good. The school takes the optional national tests and supplements these with end-of-unit tests. Lessons are planned and evaluated against the specific learning objectives incorporated into the lesson plans. The subject is soundly led. There is a clear sense of direction and the teachers are supported well. Both planning and assessment are carefully monitored. The results of the national tests are analysed to identify areas of weakness and this information is fed back into the planning. Resources are now good whereas before they were seen as inadequate. The spacious accommodation and the well-serviced rooms facilitate the emphasis the school places on practical work.

112.

O

OTHER SUBJECTS

112. **Information technology**

109. Attainment at the end of Key Stage 2 is in line with that expected nationally of eleven-year olds. The pupils in Year 6 can import graphics, size and position them and combine them with text and sound in a way suitable for a web site audience. Keyboard skills are not as well developed. Attainment at the end of Key Stage 1 is also in line with that expected nationally of pupils of this age. The pupils in Year 2 show confidence and competence in the use of the 'tools' of a 'paint' program and can copy images and use them as stamps to make borders. They use 'floodfill' well in their work based on the style of the artist Mondrian. They are able to add and amend data on spreadsheets. There was insufficient evidence in the previous inspection to draw any conclusions about the standards at that time.
110. Progress over time is sound in both key stages. Year 1 pupils can use 'paint' programs well, changing colours and using 'floodfill' competently. They can add and amend data on databases. Pupils in Year 3 use databases effectively and can display their results in a variety of ways. Year 4 pupils use 'paint' programs to make startling effects. They are able to import graphics and can copy and paste proficiently. The pupils in Year 5 can use spreadsheets to explore variables such as temperature. They display adequate editing skills in the preparation of text. The pupils with special educational needs make good progress in the subject and support staff are well trained in the use of the machines. The introduction of additional computers in a suite and having a weekly lesson timetabled in that suite has had a marked effect on the progress over the last year. Given the access to more machines and a dedicated time for their use, the school is in a good position to make much more rapid progress in the future and for keyboard skills to improve.
111. The pupils enjoy their work on the computers and their attitudes are good. The quality of teaching seen during the inspection was good overall. Most teachers have a satisfactory level of competence although two new teachers have not yet had the same level of training as longer serving staff. Expectations of the pupils are high and lessons are well planned with clear learning objectives. Most lessons are well organised and managed. The pace of lessons, however, is steady rather than exciting and time is lost moving between class bases and the information technology suite. The teachers know their pupils well and provide appropriate challenges and support. Relationships with the pupils are generally good and most lessons have a relaxed yet working atmosphere. In a very good lesson seen with the reception class, the teacher used well prepared symbols on card to illustrate the instructions given to a floor robot to help the pupils construct a simple sequence of commands for the robot to follow. The high expectations of these young pupils was justified in that all the pupils in the group were able to devise a command sequence by the end of the lesson, mostly without any help.
112. The school has adapted the nationally recommended scheme of work for this subject and is implementing it well, including the elements of communication. National Curriculum requirements are met in all elements except for monitoring, where the school still does not have the equipment for this aspect. This is an improvement on the previous inspection where the absence of several elements was noted. Assessment is very good and is measured against the specific learning objectives identified in the planning, and the progress of each pupil is reviewed at the end of each unit of work. The school is introducing certificates of competence for pupils in both key stages, but the pupils themselves are currently not involved in recording their own skills. The curriculum has a specific amount of time allocated to the subject and this is having a beneficial effect on standards. The length of this single weekly lesson, however, is too long for younger pupils and even for some

older ones when it is spent entirely in the closed suite.

113. The subject is very well led. The co-ordinator has a good vision for the future and has been very active in creating the new networked suite. She provides very good support for her colleagues and their skills have improved considerably since the last inspection, when the need for more training was a key issue. There is now frequent training provided for all staff and this includes a training course for parents and one-to-one guidance for teachers when necessary. Planning and assessments are monitored well.
114. Resources, including the accommodation, are very good and will be even more effective when the link with the Internet is made. There are very good resources, such as digital cameras, to support the move to include communication skills in the subject. Programs to support pupils with special educational needs are used well and the support teacher has a laptop computer to help in their use. The equipment is well deployed with machines in each base as well as those in the suite. The time in the suite could be used more effectively if pupils assembled there directly after breaks rather than walking down the long corridors from their class base.

118. **Religious education**

115. Evidence from the inspection indicates that the pupils are achieving levels of attainment in line with the expectations of the Locally Agreed Syllabus used by the school at the end of both key stages. This represents an improvement since the last inspection when the Locally Agreed Syllabus was being used inconsistently and the pupils' progress was unsatisfactory in both key stages.
116. The pupils are provided with a range of activities which enable them to make satisfactory progress through both key stages. The pupils with special educational needs also make satisfactory progress through both key stages. In Key Stage 2, the pupils are provided with opportunities to extend their knowledge of Christianity, and make meaningful comparisons with other world religions. The pupils consider the role of Jesus in the Christian faith, and explore the themes that run through different faiths through looking at special places, for example. The pupils compare religious celebrations and festivals, and the great books which influence religious beliefs. The pupils study people who have professed their beliefs through the way in which they have lived their lives, and consider how best to live their own lives.
117. In Key Stage 1, the pupils are provided with opportunities to appreciate the natural world around them. They are introduced to Bible stories and are told about the early life of Jesus. They listen to some of the parables in the New Testament, and consider the need to care for each other. The pupils are introduced briefly to other religious beliefs when they consider the concept of everyday aspects of their lives, such as families, clothes, light and water.
118. The pupils' attitudes and response towards their religious education lessons are good. They listen well and are keen to take part in class discussions. The pupils respect artefacts used to increase their understanding and handle and share them well. They work well together when necessary and relationships are very good. When visitors come into lessons to share aspects of their faith, the pupils ask sensible questions and, in one lesson seen, applauded spontaneously when a Muslim had completed a chant.

119. The quality of teaching observed during the inspection in religious education was never less than good and often very good, particularly at Key Stage 2. The teachers plan very thoroughly in line with the requirements of the Sefton Local Agreed Syllabus and these plans enable them to offer a range of challenging activities for the pupils. They make the lessons interesting with their own knowledge and this keeps the attention of the pupils and helps their progress. The pupils are very well managed and the teachers set high standards of discipline in their classes, so creating an effective learning environment in which the pupils can progress well. Visits to places of worship and visitors from other faiths are well used throughout the school, and particularly well used in Key Stage 2 where these visits and visitors increase the pupils' understanding significantly.
120. There are detailed long and medium-term plans which have recently been created by the new co-ordinator. These provide clear guidance for the teachers and give them confidence in the delivery of their lessons. The subject makes a significant contribution to the pupils' spiritual development as well as making a valuable contribution to their moral, social and cultural development. There is a good range of resources, including books and artefacts. These artefacts of various faiths, visits to places of worship and visitors into school are used well to enhance the pupils' understanding. For example, the pupils in Year 5 have visited a mosque and received a subsequent visit from a member of the mosque. They also have pen friends from a Muslim school in London who they will meet when they visit London in the summer. The work that the school puts in to creating and sustaining these visits and visitors is very worthwhile and adds significantly to the experiences of the pupils and their progress.
124. **Art**
121. Because of the school timetable, only two lessons were seen during the inspection and this is insufficient to comment on the overall quality of teaching. Through a survey of the work displayed throughout the school and conversations with staff and pupils, judgements can be made on progress in the subject.
122. The progress made by pupils in both key stages is good and represents a good improvement on the standards seen in the last inspection. Year 1 pupils paint very colourful patterns when trying to hide their name within the picture. The pupils in Year 2 produce work in the style of Mondrian, both on computers and on a large scale wall display, that shows a good appreciation of the style. They also draw and paint some very good observational drawings of fruit which show a good emerging appreciation of texture. Year 3 pupils do collage work on fish that shows a good sense of colour and shade and those in Year 4 use computers to produce repeated patterns with good balance. The pupils in Year 5 paint pictures in the style of Van Gogh and these show a good appreciation of his style and a subtle use of colour. They also produce coil pots and slippers using clay which are well made. Year 6 pupils create very good collages and prints linked to aboriginal art and this work makes an impressive display in the school's foyer. The pupils with special educational needs also make good progress in this subject.
123. The pupils respond to this work with enjoyment and show a good interest in the subject. They apply themselves well to the task in hand and take a pride in the finished appearance of their work. Most mix their colours as a matter of course rather than using them direct from the palette. They share access to the resources

fairly and work well together in group activities. The limited amount of teaching seen was satisfactory overall and sometimes good.

124. The previous inspection report noted that the work did not meet the statutory requirements for the subject. This has improved markedly and there is now a well-planned scheme of work that includes work in a range of materials in both two and three dimensions. There are two large, well-made figures used in a school play, constructed from paper and plaster bandages, which illustrate the improvement in three-dimensional work. The appointment of a co-ordinator with specialist training in the subject has made an impact on the direction of work in the school and the confidence of the staff. The subject is well led. The standard of display in the school is very good and celebrates the achievements of the pupils as well as providing a stimulating environment for the school.

128. **Design and technology**

125. Because of the school timetable, only two lessons were observed during the inspection and no judgement can be made about the overall quality of teaching. From observations of the pupils' artefacts available and discussions with staff and pupils, the progress made by the pupils in Key Stage 1 is satisfactory. The pupils in Year 1 make kites with a reasonable degree of skill but their houses made from straws, although showing individuality, are not well made. Year 2 pupils make biscuits well. They can describe the action of sieving the flour and why it needs to be done. They show a good appreciation of the need for hygiene when cooking and use the equipment well. They can make frames from wood, with supports for the angles, which show quite good making skills.

126. Progress in Key Stage 2 is unsatisfactory, as it was at the time of the last inspection. The pupils in Year 3 can construct boxes from nets but the work does not provide a high level of design challenge as they are not going on to apply these skills in new situations. The pupils in Year 4 design torches and their designs are labelled with the materials to be used. Some pupils show emerging skills in using dimensions on their drawings and thinking about constructional details, such as the circuit needed. They also make purses from fabrics to their own design and decorate these well with cross stitching. Year 5 pupils make vehicles from a range of materials but these are not powered and so the challenge they face is limited. During the inspection, pupils in Year 6 were designing and making slippers from fabric but it was at too early a stage to comment on their design or making skills. Progress of the pupils with special educational needs is sound in Key Stage 1 but unsatisfactory in Key Stage 2.

127. The pupils' attitudes are satisfactory overall, they enjoy their work in this subject and sustain their interest well. They handle tools and equipment sensibly and safely with developing skills. Although some take a pride in the finished appearance of their work, this is not always the case. Although little teaching was seen, that which was seen was satisfactory.

128. The previous inspection noted that the subject had no scheme of work and a key issue was to improve staff expertise and confidence in this subject. The school has now adopted the nationally recommended scheme for this subject which is still in the process of being implemented. The scheme provides more support for the staff in this work but their expertise is still limited. The time allocated to the subject is below the national average and this limits the time available to develop good design

skills. The level of challenge in the tasks provided is not consistently high and pupils are not being given sufficient opportunities to design for a purpose, evaluate their work to see how well it meets the purpose and suggest modifications to improve the outcomes. There are insufficient tools to support work using hard materials.

132. **Geography**

129. Since the last inspection standards of attainment and the progress made by pupils has improved significantly, particularly at Key Stage 2.

130. The pupils make satisfactory progress at Key Stage 1, and by the end of the key stage their attainment is in line with what is expected of pupils at this age. Throughout Key Stage 2, the pupils make good progress in the subject and their attainment by the end of the key stage is above that expected for pupils of this age.

131. Since the last inspection, a very detailed and comprehensive scheme of work has been implemented which clearly sets out what needs to be taught from one year to the next and effectively informs teachers planning. All aspects of the subject, particularly at Key Stage 2, are studied in considerable depth and consequently the pupils, including those who have special educational needs, make good progress.

132. Across the school, the pupils make good progress in developing mapping skills. By the end of Key Stage 1, the pupils are able to make simple maps and plans of real and imaginary places. For example, Year 1 pupils are able to draw a plan of their classroom and Year 2 pupils successfully plot the route they take on a map when visiting places of interest in the local environment. Most pupils make satisfactory progress in understanding the physical and human features that give places their character and can identify some of the ways in which the land is used in Southport.

133. The pupils at Key Stage 2 make particularly good progress in their studies of contrasting localities. They acquire a good knowledge and understanding of a range of places and can compare their own environment with contrasting localities in the UK and the wider world well. For example, Year 4 pupils make a detailed study of Maghull, while older pupils study and identify similarities and differences successfully between London and other European countries, such as Sweden, and their local area. The pupils are able to interpret maps and plans in a variety of scales and use co-ordinates and grid references well. In their study of rivers, Year 6 pupils know about the source of a river and its physical features such as tributaries.

134. Evidence from the scrutiny of the pupils' work indicates that pupils have good attitudes, show an interest in their studies and are able to work with sustained concentration. In the one geography lesson observed during the inspection, the pupils were able to discuss and work co-operatively in pairs.

135. It is not possible to make a secure judgement about the quality of teaching as only one lesson was observed during the inspection.

136. Resources for the subject are sufficient, visits to various contrasting localities within the United Kingdom contribute significantly to the good progress pupils make in the subject. Effective assessment procedures have been implemented.

140. **History**

137. The pupils make satisfactory progress at Key Stage 1 and, by the end of the key stage, attainment is in line with national expectations. Standards have improved since the last inspection in Key Stage 2 and are now above national expectations by the age of 11. The pupils throughout Key Stage 2 make good progress, including those pupils who have special educational needs.

138. Throughout the school, pupils develop a good understanding of how to select and combine information from various sources in their study of various periods in history. For example, Year 1 pupils handle, observe and draw Victorian kitchen utensils and Year 6 pupils use books, pamphlets, video tape and pictures to research and find out about different aspects of life in the 1950's and 60's. A strong feature of the history curriculum is the use of visitors and visits to historical places of interest such as Liverpool Museum and Shibden Hall, in order to support pupils' learning. This contributes significantly to the good progress made by the pupils. For example, last term the school organised an Egyptian Day in which the whole school was involved in the reconstruction of different aspects of Ancient Egyptian life. In Year 4 the pupils prepare questions to ask guest speakers about their experiences of the evacuation in World War 2.

139. The pupils develop a good knowledge and understanding of important events and people from different periods in history and can use dates, terms and factual historical knowledge well to inform their written work. For example, Year 2 pupils write about Florence Nightingale and are able to describe some of the conditions found in hospitals during the Crimean war.

140. The pupils' attitudes and response to history are good. They work with interest and sustained concentration. They are eager to ask and answer questions and listen with obvious interest and enjoyment to both teachers and visitors. They show respect for artefacts and during group work they co-operate and share resources well.

141. The quality of teaching is good overall in both key stages. The teachers have secure subject knowledge, provide pupils with good quality experiences, and use strategies such as role-play to make the subject interesting and meaningful. The teachers carefully prepare and use appropriate and relevant artefacts and resources, which supports the pupils' learning well. The planning identifies clear learning objectives which are clearly communicated to pupils. Different tasks are effectively organised and pupils are well managed. The teachers have appropriate expectations and the pace of lessons is brisk.

145. **Music**

142. Observations of a limited number of lessons, examination of subject documentation and discussions with staff and pupils indicate that standards of attainment in music at the end of both key stages are broadly in line with those expected of pupils of a similar age. Standards have therefore been maintained since the time of the last inspection.

143. The pupils in Key Stage 2 extend their knowledge of musical elements, pitch, duration, tempo and timbre. The pupils in Year 4 demonstrate satisfactory composing and performing skills as they explore the pentatonic scale with tuned

percussion instruments. The pupils in Year 6 can compare the music of the Beatles and Buddy Holly and note similarities to and differences from work they have heard earlier. Singing is a relative weakness in this key stage as the pupils do not have adequate opportunities to practise this skill.

144. The pupils in Key Stage 1 show an understanding of rhythm and beat. They combine an understanding of dynamics and musical vocabulary by following a story with a teacher conducting them through the use of cards. The pupils use a range of untuned percussion instruments to present a range of musical colours in the story of the 'Snow Lamb'.
145. The pupils' progress in music is satisfactory. They are provided with regular opportunities to compose and perform their own music, sometimes linked to poetry and stories or work they are studying in other subjects. They listen to and appreciate a range of contemporary and classical music, and can describe in a meaningful manner the qualities of individual pieces of music. Progress in singing is not so good as there is rarely an opportunity to sing in a large group, in assemblies for example. The pupils with special educational needs have equal access to the music curriculum, and make satisfactory progress in the subject.
146. The pupils' response to their music lessons is good. They listen to the teacher's instructions and are keen to respond to their questions. The pupils take real pleasure in playing musical instruments, when provided with the opportunity to do so. When involved in group activities, they share instruments in a democratic manner, and listen to and respect other people's opinions as they work towards a finished piece of work.
147. The quality of teaching is generally good at Key Stage 1 and satisfactory with good examples at Key Stage 2. The teachers plan their lessons well, and provide a satisfactory range of musical activities within a single lesson. The pupils are provided with the opportunity to show and celebrate their work.
148. The co-ordinator has worked hard to adapt two commercial schemes of work for music for the use of the school. This, along with her support of her colleagues, has improved the ability of the teachers to teach the subject. There are opportunities for pupils to learn the violin and cello and a local vicar organises an enthusiastic and well-attended choir. These help to contribute to the pupils' experiences. The subject makes a valuable contribution to pupils' cultural development. This contribution is significantly enhanced by the links with the Liverpool Philharmonic Orchestra, members of which visit the school regularly and the school also makes a visit to the orchestra as the culmination of work they have been doing.
152. **Physical education**
149. The pupils are making satisfactory progress in both key stages. Standards of attainment in this subject are in line with those that one would expect of pupils of this age. The pupils with special educational needs are well supported and the teachers often plan specific work for them so they make good progress in relation to their prior attainment.
150. In Key Stage 2, the pupils have satisfactory levels of skills in swimming. By the end of the key stage most are able to swim 25 metres and in the lesson observed, younger pupils in the key stage were confident in the water. In lessons within

school, the pupils show they understand the need for a warm-up and that they need to cool-down after exercise. In gymnastics lessons, the pupils are well co-ordinated and they move effectively, linking springs to rolls, although they do not always make best use of the available space. When controlling a ball with their feet, the control is satisfactory for pupils in Year 3. However, the pupils in Year 6 do not have adequate skills in games, their ability to throw, hit and catch being unsatisfactory.

151. In Key Stage 1, the pupils have satisfactory skills overall and are given opportunities to experience all aspects of the physical education programme. Only one lesson was seen in this key stage and in it the pupils were able to create satisfactory shapes in response to the instruction to perform a ghostly dance.
152. The pupils enjoy their physical education lessons and rarely let the greater freedom of the environment and type of lesson affect their behaviour. During most of the lessons, the pupils listen carefully to instruction and are keen to try to improve their performance. Good relationships are displayed, exemplified by the occasional spontaneous applause when other pupils are demonstrating their attempts. The good attitudes that the pupils have to their learning have a positive impact on the progress that they make in this subject.
153. The quality of teaching is good overall. In the lessons observed, it was never less than satisfactory and was occasionally very good. Generally, the teachers manage their classes well and use encouragement well to challenge the pupils' performance. In a small minority of lessons the teachers do not set sufficiently high standards of discipline and progress in these lessons is held back. Planning is sound with a good range of progressive activities and the teachers are very aware of health and safety issues. In the best lessons the teachers set challenging activities and use the pupils very well to evaluate their own and others' performances. Resources are generally used well, for example in a gymnastics lesson there was a good range of apparatus for the pupils to use, and in a games session there was a good supply of racquets and balls.
154. The curriculum is suitably balanced and meets statutory requirements. Although a commercial scheme is used, the school has not yet adapted it to meet its particular needs. For example, no allowance has been made for the provision of swimming in the curriculum plan and it is therefore not clear how the aspects that pupils will be missing when they go swimming will be covered. All pupils have opportunities to go swimming for several terms in Key Stage 2. This means that by the time they leave, very few are non-swimmers and all can benefit from a programme of swimming skills and water safety. A further strength is the provision of after-school games clubs. These are well attended and provide the pupils with opportunities to represent the school in tournaments and inter-school matches. The school is actually in the Guinness Book of Records as its badminton team has the longest unbeaten run of any school team. These opportunities are a significant benefit to the pupils in the school.
- 158.

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ART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. The school was inspected in the week beginning 29th November 1999 by a team of four inspectors, one of whom was a lay inspector. The team was in the school for a total of 14 inspector days. The main evidence considered by the inspection team for the report was gathered from:
 - ◆ 44.3 hours of direct observation of teaching and learning which included 62 lessons or parts of lessons covering children under five in the nursery and reception and all classes at Key Stages 1 and 2, including pupils identified as having special educational needs;
 - ◆ assemblies and a number of both morning and afternoon registration sessions;
 - ◆ listening to a representative sample of at least three pupils from each year group read and checking pre-reading and reading skills of children under five in the nursery and reception;
 - ◆ 8 hours of scrutiny of a wide range of previous and current samples of pupils' work from each year group;
 - ◆ discussions with pupils to establish levels of knowledge and understanding;
 - ◆ discussions with the headteacher, staff, governors, parents and a number of other adults;
 - ◆ a scrutiny of a full range of documentation including the School Development Plan, policy documents, curriculum planning, the previous inspection report and action plan and other school documents;
 - ◆ an examination of attendance records, budget statements, teachers' planning, records of pupils' attainment and reports to parents;
 - ◆ a meeting held by the registered inspector and attended by 7 parents shortly before the inspection. The team also considered the responses made by parents in 47 questionnaires and letters and comments that accompanied these questionnaires and letters received separately.

.. **DATA AND INDICATORS**

.. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	152	2	60	15
Nursery Unit/School	19	0	4	n/a

.. **Teachers and classes**

.. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8.25
Number of pupils per qualified teacher:	18.4

.. **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	72

.. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	18.5

.. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	45
Average class size:	21.7

.. **Financial data**

Financial year:	1998/1999
	£
Total Income	394 135
Total Expenditure	395 868
Expenditure per pupil	1 824.28
Balance brought forward from previous year	27 547
Balance carried forward to next year	25 814

.. **PARENTAL SURVEY**

Number of questionnaires sent out: 152

Number of questionnaires returned: 47

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	70	30	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	70	30	0	0	0
The school handles complaints from parents well	37	49	12	2	0
The school gives me a clear understanding of what is taught	43	53	4	0	0
The school keeps me well informed about my child(ren)'s progress	49	43	9	0	0
The school enables my child(ren) to achieve a good standard of work	47	51	2	0	0
The school encourages children to get involved in more than just their daily lessons	48	48	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	48	9	0	0
The school's values and attitudes have a positive effect on my child(ren)	50	50	0	0	0
The school achieves high standards of good behaviour	37	57	7	0	0
My child(ren) like(s) school	62	36	2	0	0

.. **Other issues raised by parents**

The views expressed by the parents on the questionnaires, in letters, at the parents' meeting and those spoken to during the inspection were overwhelmingly positive. No concerns were expressed on any issue.