

INSPECTION REPORT

Monksdown Junior School

Liverpool

LEA area: Liverpool

Unique Reference Number: 104558

Headteacher: Mr A M Davies

Reporting inspector: D.C.Llewellyn
T11592

Dates of inspection: 9 - 12 MARCH 1998

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

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Information about the school

Type of school	Junior
Type of control	County
Age range of pupils	7yrs. - 11 yrs.
Gender of pupils	Mixed
School address	Frinsted Road Norris Green Liverpool L11 1HJ
Telephone number:	0151 226 4429
Fax number:	0151 256 9512
Appropriate authority:	Governing Body
Name of chair of governors:	Canon W Todd
Date of the previous inspection:	-

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
A.Douglas	Art Information Technology Religious Education	<i>Equal Opportunities</i> <i>Special Educational Needs Assessment</i>
D.B.Wood		<i>Support, guidance and welfare</i> <i>Attendance</i> <i>Accommodation</i> <i>Partnership with parents</i>
D.C.Llewellyn	Physical Education Science	<i>Main findings</i> <i>Key issues</i> <i>Introduction</i> <i>Attainment and progress</i> <i>Quality of teaching</i>
D.Law	Geography History Mathematics Music	<i>Leadership and management</i> <i>Staffing</i> <i>Resources</i> <i>Efficiency</i>
V.Farrow	Design & Technology English	<i>Curriculum</i> <i>Spiritual, moral, social and cultural development</i> <i>Attitudes, behaviour and personnel development</i>

The inspection contractor was:

*St Helens LEA
Community Education
and Leisure Services Department
Rivington Centre
Rivington Road
St Helens
Merseyside
WA10 4ND
01744 455379*

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

The Registrar
The Office for Standards in Education
Alexandra House

33 Kingsway
London WC2B 6SE

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Main findings

1 Monksdown Junior is a school which is improving and is soundly led by the newly appointed headteacher who is committed to raising standards. In my judgement this school is giving its pupils an acceptable standard of education, but it nevertheless has serious weaknesses. An initiative which is already having a positive effect on standards is the school's involvement in the National Literacy Project. Outstanding features are the attitudes and behaviour of the pupils and the high quality of relationships in the school. There are serious weaknesses in the standards attained by the pupils in English, mathematics, science and information technology. Attendance levels are a cause for concern, but the school is making very positive efforts to address this issue.

2 Attainment in English, mathematics and science is well below the national average when pupils enter the school in Year 3. The percentage of seven-year-olds attaining level 3 in reading, on leaving the infant school in 1997, matched the national average. The standards achieved by eleven year olds in the National Curriculum tests in 1997 were well below average in English, mathematics and science; girls attained significantly higher than boys in English, mathematics and higher in science. There were no significant gender differences in the previous year. However, over the last three years there has been steady trend of improvement in attainment. When compared to schools serving communities with similar social characteristics, results in English and mathematics are average and those for science are just below average.

3 Attainment in English and literacy across the curriculum is well below national expectations. The attainment of eleven-year-olds in reading is below national expectations, but most pupils make satisfactory progress as they move through the school and this progress has been sustained since the introduction of the literacy hour. Attainment in writing is well below the national expectations and pupils make slow progress. Overall attainment in spelling, punctuation and handwriting are weak, but teaching in the literacy hour is placing more emphasis on improving these skills. Attainment in speaking is below the national standard and progress is unsatisfactory. When pupils are given the opportunity, they rise to the challenge and Year 3 pupils spoke in an assembly with confidence and enthusiasm. Listening standards match those found nationally and pupils are attentive, follow instructions and listen carefully to teachers. Progress in listening is satisfactory. Pupils with special educational needs make satisfactory progress.

4 The attainment of eleven year olds in mathematics is well below national expectations. The standard of numeracy is poor; in some important aspects such as the recall of basic number facts, it is well below that expected nationally. As they move through the school, pupils extend their knowledge and use of number, but not sufficiently. Few show secure attainment across the range of mathematical activities at the levels expected nationally. Pupils make satisfactory progress overall. When younger children make good progress it is associated with very good teaching which gives them opportunities to apply what they have learnt. Weakness in the recall of basic number facts slows the progress made by pupils in all year groups. Pupils with special educational needs make reasonable progress in mathematics.

5 Attainment in science is below that expected for eleven-year-olds. Standards are better in the knowledge and understanding of materials and physical processes than in

experimentation and investigation. Overall, pupils make unsatisfactory progress in developing science skills because the school does not have a scheme of work, which builds on what the pupils already know and can do. Pupils with special educational needs make satisfactory progress. Individuals make good progress when allowed to investigate and when encouraged to make oral contributions to class discussions.

6 Attainment in art and physical education is above national expectations. In art there is good understanding of art, craft and design and in investigating and making. Good progress is made in observational drawing, interpreting abstract art and in collaborative work. In physical education high standards are achieved in dance, movement and swimming. Younger pupils make good progress in interpreting music and moving as circus characters and animals. Older pupils progress well in swimming skills and girls in particular in rehearsing and performing paired work.

7 The national expectation is matched in design and technology, history, geography, music and religious education. In design and technology younger pupils make satisfactory progress in folding and cutting techniques and older pupils evaluate their own and others' work. Satisfactory progress is made in history, geography and music. Pupils make good progress in music when taught by a music specialist. In religious education pupils express opinions about religious and moral issues and make good progress in composing their own prayers with increasing sensitivity as they move through the school.

8 Attainment in information technology is well below the national expectation. Poor progress is made in Year 3 as the scheme of work focuses on very basic skills. Other pupils make unsatisfactory progress as they move through the school because insufficient attention is paid to the teaching and learning of new skills.

9 Pupils with special educational needs make good progress in art, physical education and religious education as their confidence increases and their knowledge and skills improve. Their progress in design and technology is satisfactory, especially when they work in small groups. Their progress is satisfactory in other subjects with the exception of information technology.

10 Pupils have very good attitudes to learning, are very well behaved and establish positive relationships with one another. The pupils care about the school and all wear the school uniform. They are enthusiastic, listen attentively, show good degrees of concentration and persevere to complete their work. They support each other well in their learning and this is particularly evident in the literacy hour. Pupils work well collaboratively. They demonstrate care and concern for each other and show tolerance and respect for each other's views and feelings. Parents think that the school's behaviour contract is a good idea.

11 Attendance is significantly below the national average for primary schools. The school has made strenuous efforts to reverse this situation. A significant number of absences result from six pupils who have left the school but who are still on the register because they have not registered with another school. The school systematically monitors and follows up absences and has recently introduced an award system for good attendance.

12 Teachers are committed and hard working. The quality of teaching in nearly nine

out of every ten lessons is at least satisfactory. Three lessons in every ten are good and just over one in ten are very good. Just over one lesson in every ten is unsatisfactory or poor. A significant strength of the teaching is the very positive way in which pupils' behaviour is managed in all subjects; the pupils achieve very high standards of discipline.

13 The quality of teaching in English is at least satisfactory in four out of every five lessons and is good in more than half of these. The scheme of work for the literacy hour and its planning and structure provide clear guidance from which most teachers benefit. The teaching of mathematics is at least satisfactory in all lessons, with one lesson in three being good or very good. The teaching of science varies from good to poor. In art and physical education there is mostly good or very good teaching which is supported by structured schemes of work. Teaching is mostly satisfactory in other subjects except for information technology where it is poor. Teaching arrangements for pupils with special educational needs are satisfactory.

14 The curriculum is broadly based and balanced in the National Curriculum subjects and religious education. In mathematics and science, insufficient emphasis is given to using and applying knowledge in a variety of situations. The school has made literacy a particular focus by joining the National Literacy Project in September 1997.

15 The school does not have an overall planning framework; teachers write plans each half term, but most of these do not contain learning objectives. This is a weakness because progression in learning is not assured. The exceptions are English, art and physical education, where schemes of work are used to good effect. The school does not plan effectively in mathematics, science and information technology so that the pupils experience progression in their learning. Insufficient emphasis is placed on oral and mental work in mathematics.

16 The governing body has agreed to a draft policy for the teaching of sex education, but the content has not yet been identified or communicated to parents and therefore, statutory requirements are not met. Pupils experience formal teaching of personal and social education in some classes, but not in others; a planned programme to address this issue is in the final stages of completion. Appropriate attention is given to issues associated with the misuse of drugs. The curriculum meets the requirements of all pupils including those with special educational needs and the school complies with the Code of Practice.

17 The governors' curriculum committee has recently been more involved in the life of the school and has monitored developments in English, mathematics and art. Governors have set targets for English and mathematics. The curriculum is enhanced by visits to places of interest and a wide range of extra-curricular activities. The quality of provision for the arts is good.

18 All pupils have equality of opportunity and access to the curriculum, including those who have special educational needs. The formal assessment of pupil attainment is good. Standardised tests are used in conjunction with national tests and teachers' assessments are made annually in all subjects except information technology. Teachers' assessment judgements are informed by the use of nationally agreed examples of what pupils of different ages are expected to do and are in line with national standards. The day to day assessment of pupils' attainment and progress is satisfactory overall, but varies in consistency across

subjects. The assessment is good in those subjects which identify the progression in knowledge and skills such as art and physical education.

19 Parents describe the school as being very supportive and community police officers say that the pupils regard the school as a very safe environment. Instances of bullying and racist name calling have declined significantly over the past three years. Parents report that bullying is dealt with as soon as it arises and only one instance has been encountered this year. Child protection procedures are effective and there are close links with external agencies.

20 The school is enthusiastically supported by a small number of parents and governors whose presence in school contributes positively to the atmosphere in which learning takes place. Most of the parents responding to the questionnaire agreed that they are encouraged to play an active part in the life of the school, but continuing efforts to involve them in larger numbers have so far been unsuccessful. Parents appreciate receiving advanced information about their children's work. Transfer arrangements with the infant school and secondary schools work well.

21 The school successfully promotes pupils' spiritual, moral, social and cultural development through a wide range of activities, which reflect the school's aims. Provision for spiritual development is sound. All pupils attend a daily act of collective worship during which they develop an understanding of Christian values. During an assembly conducted by a visiting preacher, younger pupils encouraged others to reflect on whether they wanted to include Jesus as part of their life. Pupils are taught to respect the customs and values of other faiths. Few opportunities for reflection and wondering about life are provided across the curriculum.

22 The attention given to developing moral awareness is good, the school has a strong moral code. It is effective in providing a basis for good behaviour. Pupils are very aware of what is expected of them and know the difference between right and wrong. Appropriate opportunities for moral teaching is provided through the curriculum, for example the fairness of the distribution of pocket money.

23 Social development is well promoted and enhanced by the very good relationships between pupils and the staff. Great emphasis is placed on praise and reward, which enable the pupils to develop self-esteem. Staff work closely with the community policeman, who is a regular visitor. Pupils develop a sense of social responsibility through their involvement with local senior citizens and visits to the Colomendy residential centre.

24 The cultural dimension of pupils' development is well promoted. There are good opportunities for them to learn about their cultural heritage through local visits. Pupils' cultural development is well supported by the English, art and religious education curriculum.

25 The headteacher provides sound leadership and clear educational direction for the life of the school. He has direct concern for the sustained improvement of quality and standards and is ably supported by the acting deputy headteacher and senior management team. The school has a positive ethos, which is reflected in the good relationships between staff who work as a team to support one another. The responsibilities of staff are identified and they

are deployed effectively.

26 A committed governing body makes a satisfactory contribution to standards and quality and is beginning to take an increasing role in strategic management. Curriculum co-ordinators monitor teachers' planning, but are insufficiently involved in evaluating how well the plans are carried out.

27 The school development plan indicates short term objectives, but lacks sufficient information to indicate plans for the next three years. Targets have been set for improving attainment, and resources and training to support teachers have been put in place; this is good management. The need to raise standards in mathematics is recognised, but a weakness is that it is not a priority in the current year of the school's development plan. Communication within the school is good; day-to-day administration is generally efficient and routines are clear and well organised. The school functions as an orderly community with a sense of purpose.

28 Financial planning is sound in the short-term and good in respect of the initiative to raise standards in literacy. The governing body, together with the headteacher plan the budget appropriately in order to meet the aims of the school. The governors require more frequent and detailed information to improve their monitoring of expenditure and to evaluate the effects of spending decisions on pupils' progress. Long term financial planning is limited. Although pupils with special educational needs made reasonable progress, the school has not identified in sufficient detail how provision for them is financed. A strength of short term financial planning is that all staff are involved in identifying priorities and co-ordinators are involved in making decisions and monitoring spending in their area of responsibility.

29 The level of classroom support staff is below the national average. Although parents, governors and other volunteer to provide valuable help, this low level of classroom assistance means that the school cannot be as effective as it might be in supporting teaching and learning. Learning resources are mostly satisfactory and are used well. An exception is information technology where the number of computers is below average, machines are used too infrequently and the range of programs used is narrow. The organisation of resources for English, design and technology, art and music is particularly effective. The school makes good use of a range of external learning resources such as art galleries and museums.

30 The accommodation is generous for the number of pupils in the school. Three classes are housed in temporary accommodation in mobile classrooms, whilst two classrooms in the main building are used as resource areas.

31 Staff are appropriately deployed and teachers' subject expertise is used effectively, for example in art, music and religious education. Computers are too little used for the direct teaching of information technology. The school has sound and efficient financial control; the few recommendations in the latest audit report have been acted upon. Overall, the school achieves satisfactory value for money.

Key issues for action

32 In order to remedy the serious weaknesses and to raise attainment the governors, headteacher and staff should:

i. Provide more planned opportunities in English for:

extended writing across the curriculum and improving handwriting;
the progressive development of speaking skills;
pupils to apply their increasing knowledge of grammar, spelling and punctuation.

ii. Include the raising of attainment in mathematics as a priority in the development plan. The school should organised the planning of the mathematics curriculum to achieve better progression, the identification of key learning objectives for each year group and place more emphasis on oral and mental work.

iii. Improve the quality of teaching in science by devising a scheme of work for science which includes planned progression in skills in particular, as well as knowledge and understanding for each year group. This development should be supported by in-service training and the provision of more resources for investigations and experiments.

iv. The governors, headteacher and staff should raise standards in information technology by:

increasing teachers' confidence and skills through in-service training;
ensuring that appropriate information technology skills are taught systematically.

v. The governors, headteacher and staff should raise attendance levels by persevering with the current organisation for monitoring attendance and evaluating the effectiveness of the new reward system.

vi. The school should conform with statutory requirements by identifying the sex education programme and informing parents of its contents.

Introduction

Characteristics of the school

33 Monksdown Junior School is situated five miles north east of the Liverpool City Centre on a 1920s council housing estate in Norris Green in the Clubmoor Ward. The estate has many of the features associated with inner city social deprivation; it is an area of high unemployment and drug-related crime. Norris Green has 20% vacant properties - the highest in Liverpool. The area has a very low figure of children who live in high social class households, a high overcrowding factor and a very low percentage of adults with higher education qualifications. Population changes over the previous thirty years have led to a less stable community and the infant school reports a 10% transience rate. The school building dates from the 1970s and is on two levels.

34 Monksdown is of below average size for a junior school and a decline in pupil numbers to 230 has recently led to a reduction in the number of classes from eleven to nine. 80% of the pupils are entitled to free meals, which is considerably above the national average. 0.8% of the pupils have statements of special educational need and 38% of the pupils are on the Code of Practice register. There are very few pupils from ethnic minority groups.

35 The school's aims are to:

create a happy, secure and stimulating environment in which all children develop their potential;

provide an education of the highest quality, have high expectations of pupils' achievements and that excellence should be linked to all aspects of the school's work;

provide a broad and balanced curriculum, which emphasises personal and social growth and the skills of literacy and numeracy.

To achieve these aims the school intends to help the children by:

developing their potential in all aspects of the curriculum;

developing in them a love of learning and a desire to continue to expand their knowledge and skills throughout life.

The school's main priorities are:

improving standards in literacy and numeracy.

to continue to improve the fabric of the building.

The Head Teacher is newly appointed and has been in post for 1½ terms, having previously been the Acting Head Teacher for nearly 2 years. At present there is an Acting Deputy Head Teacher.

The school became part of the National Literacy Project in September 1997.

Key indicators

Attainment at Key Stage 2¹

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

Year	Boys	Girls	Total
1997	31	33	64

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8 (10)	9 (7)	13 (10)
	Girls	18 (9)	17 (5)	16 (8)
	Total	26 (19)	26 (12)	29 (18)
Percentage at NC Level 4 or above	School	41 (36)	41 (23)	45 (34)
	National	63 (57)	62 (54)	68 (62)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7 (9)	8 (7)	8 (13)
	Girls	20 (8)	17 (7)	18 (9)
	Total	27 (17)	25 (14)	26 (22)
Percentage at NC Level 4 or above	School	42 (32)	39 (26)	41 (42)
	National	63 (60)	64 (60)	69 (65)

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

Attendance

Percentage of half days (sessions) missed		%	
Through absence for the latest complete	Authorised	School	10.5
Reporting year:	Absence	National comparative data	5.6
	Unauthorised	School	0.3
	absence	National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	15
	Satisfactory or better	86
	Less than satisfactory	14

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

36 Overall, attainment in English, mathematics and science is well below the national average when pupils enter the school in Year 3. The percentage of seven-year-old pupils attaining level 3 in reading on leaving the infant school in 1997 matched the national average.

37 By the time the pupils reach eleven the standards achieved in National Curriculum tests in 1997 for English, mathematics and science were well below the national average. Although girls attained significantly higher than boys in English and mathematics and better than boys in science in 1997, this was not a feature of the previous year. However, over the last three years there has been a steady trend of improvement in attainment. When compared to schools serving communities with similar social characteristics, results in English and mathematics are average and those in science are just below average.

38 Attainment in English, and literacy across the curriculum, is well below national expectations. The attainment of eleven-year-olds in reading is below national standards but most pupils make satisfactory progress as they move through the school and it has been sustained since the introduction of the National Literacy Project in September 1997. There are more pupils in Years 3 and 4 with above average reading standards than in Years 5 and 6. These younger pupils can read fluently and accurately with developing intonation.

39 Attainment in writing is well below national expectations and pupils make slow progress. Overall standards in spelling, punctuation and handwriting are weak, but teaching in the literacy hour is placing more emphasis on improving these skills. Pupils make better progress when organised into groups in the literacy hour when their work is supported by an adult than when they work independently.

40 Attainment in speaking is below national expectations and progress is unsatisfactory. Some pupils lack the confidence to speak in front of the class, but are more confident when reading their work out loud. However, when given the opportunity they rise to the occasion, for example, Year 3 pupils spoke with confidence and enthusiasm in an assembly. Attainment in listening matches those found nationally as pupils are attentive, follow instructions and listen carefully to teachers. This is particularly evident in whole class shared reading sessions. Progress in listening is satisfactory. Pupils with special educational needs make satisfactory progress.

41 The attainment of eleven year olds in mathematics is well below national expectations. Improvement in National Curriculum test results has been sustained over the last three years with the proportion of pupils reaching the expected level in 1997 being twice that achieved in 1995. The standard of numeracy is poor; in some important aspects, such as the recall of basic number facts, it is well below that expected. As pupils move through the school, they extend their knowledge and use of numbers, but not sufficiently. Few show secure attainment across the range of mathematical activities at the level expected nationally.

42 Pupils make satisfactory progress overall. In Year 3 steady progress is made in the ordering of numbers. In Year 4 good progress is associated with very good teaching when pupils have opportunities to improve their recall of multiples of number and to apply this knowledge to their learning. The recall of basic number facts is a weakness in all age groups and slows the progress made by pupils. Pupils with special educational needs make reasonable progress in relation to prior attainment.

43 Attainment in science is below the national expectation for eleven-year-old pupils. Attainment is better in knowledge and understanding of materials, properties and physical process than in experimentation and investigation. Overall, pupils make unsatisfactory progress. Younger children make satisfactory progress in their understanding of materials and find out whether bricks are waterproof, but make slower progress in understanding animal groups and their habitats. Older pupils make satisfactory progress in their knowledge of materials, change and physical processes; they are less secure with experimentation and investigation. The pupils make unsatisfactory progress in learning science skills, as there is no scheme of work to help teachers to decide which skills should be taught to each year group. Pupils with special educational needs made good progress in lessons where they have a chance to do practical work.

44 Attainment in art and physical education is above national expectations. In art pupils have a good understanding of art, craft and design and in investigating and making. Many can evaluate their own work and identify ways in which it can be improved. Pupils make good progress overall, particularly in observational drawing, interpreting abstract art and carrying out collaborative work. Pupils develop increasing confidence as they move through the school. In physical education there are high standards in dance, movement and in front crawl, breaststroke and diving. Younger pupils make good progress in moving to music, interpreting circus characters and animals and in working collaboratively. Older pupils progress well in swimming skills and girls in particular in rehearsing and performing paired work.

45 Attainment matches national expectations in design and technology, history, geography, music and religious education.

46 In design and technology pupils show an awareness of the needs of users when designing and making board games for younger children. Younger pupils make satisfactory progress in folding and cutting techniques and other pupils evaluate their own and others' products. In history there is satisfactory progress in knowledge of the Tudors, Ancient Egypt and the City states of Ancient Greece. In geography older pupils make satisfactory progress in their knowledge of the British Isles, National Parks and the water cycle.

47 Most pupils make satisfactory progress in music and good progress when taught by a music specialist. In religious education many pupils express opinions on religious and moral issues and make good progress in composing their own prayers with interesting sensitivity as they move through the school.

48 In information technology attainment is well below national expectations and activities are confined mainly to word processing. Poor progress is made in Year 3 as the scheme of work focuses on very basic skills. As pupils move through the school too much time is spent on familiar programs and in general pupils do not progress in skills because

they are only required to use those which they already possess.

49 Pupils with special educational needs make good progress in art, physical education and religious education as their confidence increases and their skills and knowledge improve. Their progress in design and technology is satisfactory, especially when they work in small groups. They make satisfactory progress in the other subjects.

Attitudes, behaviour and personal development

50 Pupils' very good attitudes to learning, their very good behaviour in class and around the school and the positive relationships they establish with each other, and with adults, are strengths of the school. The pupils care about the school and all wear the school uniform.

51 Throughout the key stage pupils respond well to their teachers. They are enthusiastic, listen attentively, show good degrees of concentration and persevere to complete their work. They are able to get on independently and support each other well in their learning. This is particularly evident in activity work within the literacy hour on those occasions where the teacher is working with another group. Pupils work well collaboratively and, where opportunities are provided, organise themselves well. For example in design and technology one Year 6 class showed good use of initiative in creating a board game which could be used by younger pupils. They developed their ideas well, shared responsibilities fairly and ensured each member of the group had an opportunity to contribute. They paid due regard to the quality of presentation and finish.

52 Relationships amongst pupils are very good. They demonstrate care and concern and show tolerance and respect for each other's views and feelings. Respect for other cultures and traditions is reflected in the many displays of pupils' work on other religions and the greetings expressed in a variety of languages. Pupils are aware of the needs of younger children and do not cross the imaginary line in the playground, which separates their play from pupils in the adjoining infant school. Pupils are very responsive to the achievements of others in classes and appreciate each other's successes when recognised in the school's weekly praise assembly. They are proud of their work and bring parents in to look for example at their recent work on textiles. Pupils' relationships with adults are very good and mutual respect is apparent.

53 Behaviour in all aspects of school life is very good and inspection findings confirm the views expressed by parents. Pupils understand school and classroom rules well, effectively supported by a code of conduct, which is agreed with parents on admission to the school. Pupils are polite and friendly and are welcoming to visitors. Their respect for property is demonstrated by their careful handling of the school's recently purchased literacy resources. There are no current exclusions and the overall level is falling.

54 The school's aims place appropriate emphasis on pupils' personal development which is good overall, for example, as in the visits to the Colomendy residential centre when they worked together in teams and experience physical challenges out of doors. Pupils take pride in such events and readily acknowledge the benefits they gain from walking in the countryside as a group. Pupils are provided with appropriate opportunities for personal responsibility within classes, for example in the context of the literacy hour. They are

willing to take initiative but have few chances to be involved in helping in the daily routines of the school.

Attendance

55 Despite the school's strenuous efforts to reverse the trend, attendance is below 90% and continues to decline. This can be partly attributed to the fact that local publicly-owned housing is often occupied by short-term tenants, some of whom remove their children without notifying the school that they are leaving the area. These children are then marked as absent until their whereabouts can be established. Six pupils have left the school and have been kept on the register because they have not yet registered with another school. These absences amount to 159 days since November 1997. The whereabouts of these pupils is known to outside agencies. Lateness is not a significant problem and most lessons achieve a prompt start.

Quality of education provided

Teaching

56 Teachers are committed and hard working. Overall, the quality of the teaching in nearly nine out of every ten lessons is at least satisfactory. Three lessons out of every ten are good and just over one in ten are very good. Just over one lesson in every ten is unsatisfactory or poor.

57 A significant strength of the teaching is the very positive way in which pupils' behaviour is managed in all subjects. The pupils achieve very high standards of discipline. Teachers encourage and praise the pupils and on the very few occasions when there is interruption, it is handled in a non-confrontational way which results in a positive response.

58 The teaching in English is at least satisfactory in four out of every five lessons and is good in more than half of these. The scheme of work for the literary hour and its planning and structure provide clear guidelines from which most teachers benefit. In good lessons teachers have a sound knowledge of grammar and they use the English language to challenge the pupils' thinking by discussing for example similes, adjectives, homophones and rhythm.

59 The teaching of mathematics is at least satisfactory in all lessons, with one lesson in three being good or very good. Sessions start promptly, clear explanations of the work are given and deadlines are sometimes set for its completion. Too few lessons have a sufficiently effective plenary session at the end when teachers have the chance to assess the pupils' understanding.

60 The teaching of science is very variable, about one lesson in three is good, one in three satisfactory and one in three unsatisfactory or poor. In good lessons the organisation allows pupils time to explore and investigate; teachers' knowledge of the subject is at least sound and questions are used effectively to help the pupils to make the next steps in learning. For example by investigating and discussion with the teachers, pupils controlled variables to understand the features of electrical circuits in series and in parallel. Poor teaching is

exemplified by a lack of organisation, poor knowledge of the subject and an over emphasis on recording to the detriment of finding out.

61 In art and physical education there is mostly good or very good teaching which is supported by structured schemes of work which clearly indicate the skills to be taught to each year group. Teachers have good knowledge, confidence and enthusiasm. They use examples of children's work to demonstrate and to improve quality. The teaching of history is mainly good when learning objectives are specific and expectations are high. Religious Education teaching is mainly satisfactory with many good lessons in which teachers have good subject knowledge and use artefacts well. Very little teaching of information technology was observed during the inspection week and the quality was poor.

62 Teachers usually make effective use of questions in day-to-day assessment and for example during the literary hour or in mathematics when pupils are asked to explain why they have chosen particular numbers. Questions are also asked in many lessons to enable the teachers to gauge the pupils' understanding. On occasions however, those pupils who do not answer are not identified and questions pitched at a general level are too difficult for slower learners or insufficiently challenging for higher attainers.

63 Teachers generally provide for children with special needs by organising work, which is at a simpler level, and by providing extra support - either from the teacher or another adult. Most Individual Education Plans contain clear targets, which are often linked to the literacy hour.

64 Homework is provided by sending reading books home and by setting work on spellings or learning multiplication tables, but seldom are pupils asked to do their own research.

The curriculum and assessment

65 The curriculum is broadly based and balanced in most National Curriculum subjects and religious education, but in practice, insufficient time is allocated to information technology. In mathematics and science insufficient emphasis is given to using and applying knowledge in a variety of situations. The school places a large emphasis on the development of pupils' literacy skills and has allocated sufficient time for the literacy hour and other aspects of English, such as speaking and listening. This has had an effect on the timetable; short periods of time have been allocated to such subjects as science and music when there is insufficient time for learning to take place. The curriculum provides effectively for pupils' spiritual, moral, social and cultural development.

66 The governing body has agreed a draft policy for the teaching of sex education, but parents have not been informed of the content so that the school complies fully with statutory requirements. The time allocated currently to personal and social education is inconsistent across the key stage. The school is developing a planned programme, which includes the 'Health for Life' scheme, to be taught principally in science and across other curriculum areas including religious education. Appropriate attention is given to issues relating to drugs education and the governing body has expressed a commitment to the Local Authority's Drugs Prevention Charter.

67 The curriculum meets the requirements of all pupils including those with special educational needs and the school complies with the Code of Practice. Individual Education Plans set appropriate targets, which are being followed up in lessons. In English staff adhere to the framework of the National Literacy Project, which provides a clear planning structure. In design and technology and physical education commercial schemes usefully support teaching and learning. The scheme of work for art is particularly strong in identifying progression in knowledge, skills and understanding across the key stage.

68 Staff plan at medium and short-term stages. There is no overall-planning framework, which clearly maps out how the school will teach the full coverage of all National Curriculum subjects or what pupils in each year group are expected to learn, consequently progression is not assured. Teachers write plans each half term, but most of these do not contain learning objectives. This is a weakness because progression in pupils' learning is not assured. Where learning objectives are identified, they are often broad statements taken from the National Curriculum programmes of study. Consequently planning at medium-term is not effective and often relates to content which is below the national expectation for each year group. The exceptions are in English, physical education, art and religious education, where schemes of work are used to good effect. Most year groups plan together, but the quality of planning is variable, particularly at the short-term stage. At its best learning objectives are specific and relate directly to schemes of work. Others are too broad to inform the lesson content. In Year 5 teachers plan together at medium-term, but individually at short-term which on occasion results in different emphases and outcomes for pupils, particularly in science.

69 Co-ordinators have started to monitor their subjects by looking at teacher's medium term plans and samples of pupils' work. This could usefully be extended to include short-term plans. The governing body has taken positive steps to fulfil its responsibilities in relation to the curriculum. Curriculum Co-ordinators have reported progress in English and mathematics. Work has also begun in art and a member of the curriculum committee has visited school to observe the art co-ordinator at work.

70 The quality of provision in the arts is good. There are good quality displays of a wide range of artwork and all pupils experience dance and movement. Also there are visiting artists, poets and musicians and pupils go out of school to art galleries, museums and theatres. Pupils benefit from a wide range of extra-curricular activities including football, cross-country, athletics, drama, computer club, French and choir. The curriculum is enhanced by visits to places of interest and last year physical education was enriched through a residential visit to an outdoor pursuits centre.

71 The formal assessment of pupils' attainment is good. Standardised tests are used in conjunction with national tests and teacher assessments are made annually in all subjects except information technology. Teachers' assessments are informed by the use of examples of what pupils of different ages are expected to do and are in line with national expectations.

72 The day-to-day assessment of pupils' attainment and progress is satisfactory overall, though the quality varies between classes and between subjects. Assessment is good in those subjects in which planning is supported by a scheme of work which clearly identifies the progression in knowledge and skills expected of pupils, for example in art and physical

education. Weaknesses occur during lessons in which the learning objectives are unclear or, as in information technology, the lack of teacher-pupil interaction prevents any assessment of progress or diagnosis of difficulties.

73 The assessment and recording policy leaves too much to the discretion of the individual teacher to decide what and how much assessment information should be recorded. It does not ensure that the good practices, which exist within the school, are operated consistently and with an appropriate balance given to all subjects.

Pupils' spiritual, moral, social and cultural development

74 The school successfully promotes pupils' spiritual, moral, social and cultural development through a wide range of activities, which reflect the values expressed in the school's aims, including self-esteem, tolerance and respect, co-operation and partnership.

75 Provision for pupils' spiritual development is sound and effectively contributed to by the school's involvement with the local community, for example participation in 'Mersey Glory', an event organised by 'Songs of Praise.' All pupils attend a daily act of collective worship during which they develop an understanding of Christian values, enhanced through the expertise of visiting speakers from a variety of neighbouring churches. During the inspection, a local lay preacher who worked with younger pupils in developing an assembly for their parents made an outstanding contribution. Pupils performed well and were encouraged to reflect on whether they wanted to include Jesus as part of their life. They were invited to say Amen only if they agreed with the content of the prayer. In addition to the Christian perspective pupils are taught to respect the customs and values of other faiths, for example in learning about Sikh rules. Their learning about other faiths is enhanced by the good subject knowledge of the religious education co-ordinator. Although pupils are able to reflect briefly in collective worship, such opportunities are not adequately provided for across the curriculum. There are too few chances for pupils to consider and express their own personal thoughts and feelings.

76 The attention given to developing pupils' moral awareness is good. The school has a strong moral code. It is effective in providing the basis for good behaviour through a well-defined system, which places emphasis on praise and reward. There are agreed class rules, which are well understood by pupils. They are very aware of what is expected of them and know the difference between right and wrong. Appropriate opportunities for moral teaching are provided through the curriculum. For example in speaking and listening activities younger pupils are given opportunities to discuss whether or not it is fair that older brothers or sisters get more pocket money than they do. In collective worship due consideration is given to moral issues such as telling the truth, jealousy, forgiveness and keeping promises. The headteacher and staff provide good role models and consistently treat pupils and other members of the school community with respect.

77 Pupils' social development is well promoted and enhanced by the very good relationships between pupils. Great emphasis is placed on praise and reward which enables pupils to develop self-esteem, reflected in the 'star student of the week' award. Pupils are

proud of their school and local community exemplified in the display, which invites pupils to identify members of staff by considering their personal qualities and roles. They work closely with the community policeman who is a regular visitor. The school nurse is involved with the delivery of the 'Healthy Living' project. Pupils are appropriately developing a sense of social responsibility through their involvement with local senior citizens who benefit from hearing visiting pupils singing. They gain great value from participating in the residential experiences, which take place at Colomendy. Pupils commented that they appreciated the opportunity to mix with pupils from other schools and to enjoy the social and competitive elements of teamwork, for example in organised football games.

78 The cultural dimension of pupils' development is well promoted. There are good opportunities for them to learn about their own cultural heritage through visits to local churches, the Philharmonic Concert Hall, Liverpool Museum, Walker Art Gallery, Croxteth Hall, Speke Hall and Broadway Library. Younger pupils consider the types of jobs people in Liverpool have and consider its contrasting areas. Pupils' cultural development is well supported by the curriculum. In art pupils consider the contrasting styles of artists such as Millais, Van Gogh, Miro, Paul Klee, Picasso and Monet. In the literacy hour they are exposed to a wide range of authors and texts which is reflected in their own personal choice of home reader. Pupils benefit from working with a poet who visits the school. The school effectively extends pupils' knowledge of a range of cultures and faiths, and work on Judaism, Hinduism, Sikhism, Buddhism and Islam is well supported by attractive displays and a wide range of artefacts.

Support, guidance and pupils' welfare

79 The care provided for children ensures that their education takes place in a secure and supportive environment. Parents describe the school as "very supportive" and community police officers say that the pupils regard the school as a very safe environment. Child protection procedures are effective, and good use is made of external agencies: their support for a pupil with an Individual Education Plan produced improved attendance and a corresponding improvement in the child's academic performance.

80 The Health and Safety policy and provision of first aid equipment are both satisfactory. The school has clear procedures for dealing with bullying. Instances of bullying and racial name calling have declined significantly over the past three years, bullying is not a significant problem: parents report that it is dealt with as soon as it arises, and only one instance has been encountered this year. No incidents of bullying were observed during the inspection.

81 The school is taking all practical measures to reverse a decline in attendance. The school has recently introduced an awards system where a pupil is given a star on a personal record card for a full week's attendance, with bronze, silver and gold certificates for ten weeks, twenty weeks and thirty weeks' full attendance. This clearly motivates the pupils. The school has a comprehensive range of attendance and punctuality letters for parents. These include one that commends improved attendance and others that are designed to match the seriousness of the problem. They culminate with a letter explaining that the Educational Welfare Officer is to be involved. A communication, "Attendance Matters", was sent to all

parents in January. It is an excellent statement of the importance of good attendance and of the respective roles of school and home.

Partnership with parents and the community

82 The school is enthusiastically supported by a small number of parents and governors whose presence in school contributes positively to the atmosphere in which learning takes place. Although nearly all parents responding to the questionnaire agree that they are encouraged to play an active part in the life of the school, continuing efforts to involve them in larger numbers have so far been unsuccessful. Annual reports to parents are considered detailed and helpful, and parents appreciate receiving advance information about their children's work. The school does not require homework to be set, but children take home books to read, spellings and multiplication tables.

83 Transfer arrangements with the infant school and with secondary schools work well. After school, one teacher runs computer familiarisation courses for parents and, separately, for children. Pupil's perceptions of the wider community are extended by external visitors to the school and by a wide range of educational visits. The school is pro-active in fundraising, for example, in securing a significant donation from the Littlewood's Charity, Foundation for Sports and Arts, in order to take older children on an adventure week. The school choir is often used to represent the school at events in the community.

The management and efficiency of the school

Leadership and management

84 The headteacher provides sound leadership and clear educational direction for the work of the school. He has a direct concern for the sustained improvement of quality and standards and is ably supported by the acting deputy headteacher and senior management team.

85 The school has a positive ethos. This is reflected in good relationships between staff who work as a team to support each other. The school's aims to improve standards in the basic skills of literacy, and to create a secure and happy environment for the pupils, are successfully achieved. The staff of the school are committed and hard working. They have met successfully to review their aims and to write useful documentation in order to improve the planning of the curriculum. These policies are reflected in the life of the school.

86 All teachers assume responsibility for the management of the curriculum and have clear job descriptions. They are deployed in a suitable way and manage their responsibilities effectively. All curriculum co-ordinators are involved in planning and review and in setting targets for their subject.

87 A committed governing body makes a satisfactory contribution to standards and quality and is taking an increasing role in strategic management. A recently formed committee with appropriate terms of reference enables the governing body to acquire a satisfactory grasp of the management of the curriculum. Suitable financial regulations have

been adopted but not all committees have terms of reference to guide their work. Although the governing body has decided to provide for sex education and has written a draft policy the arrangements for this have not been finalised and so statutory requirements are not met.

88 Staff with management responsibilities are involved in monitoring and evaluating teaching and the curriculum. They do this satisfactorily through the scrutiny of pupils' work and the plans that teachers write. They use a standard format that requires them to comment on the coverage of the curriculum and the quality of pupils' work. In doing this, although they monitor that items are covered, they seldom evaluate how well things are done or if, for example, the objectives for and the outcomes of pupils' learning are sufficiently challenging.

89 There is a sound school development plan (SDP) which, although sufficiently detailed in its short-term objectives, does not have enough detail for the longer-term period over, for example, the next three years. In addition to the SDP there are satisfactory plans written by the subject co-ordinators. The school rightly identifies the need to raise attainment in literacy as a long-term aim. There are suitable short-term plans within the SDP that indicate how this will be done and who is to carry it out. Targets have been set for improving attainment and support for teachers in the form of resources and training has been put in place. This is good management. The need to raise attainment in mathematics is recognised but a weakness is that this is not a priority in the current year of the SDP. Although there is a separate action plan this does not give the issue sufficient prominence, nor is a measurable target set.

90 Communication within the school is good and it is sound with the wider community. Most parents feel that they are encouraged to play an active part in the life of the school, and find it to be a welcoming place. Day-to-day administration is generally efficient and routines are clear and well organised. This is assisted by the positive contribution of the school secretary, caretaker and cleaners. The school functions as an orderly community with a sense of purpose.

Staffing, accommodation and learning resources

91 The school has a sufficient number of appropriately qualified and experienced teachers to meet the demands of the curriculum. Where particular expertise is available, for example in art, religious education and music, it has a positive impact on standards. A member of staff is properly identified as having specific responsibility for co-ordinating the provision for special educational needs. Arrangements for the appraisal and induction of staff are satisfactory. The headteacher has attended appraisal training and relevant staff development needs are identified as a result of the appraisal process.

92 The budget available for professional development is administered by the acting deputy headteacher and appropriately linked to the priorities expressed in the school development plan. The school has been involved in specific training for the teaching of literacy and this has had a beneficial impact on quality in this area. There are suitable procedures in place for teachers to feed back their experience of further professional training to other colleagues. Where there are newly qualified teachers mentors are identified to support them and a satisfactory programme of induction is organised.

93 There are sufficient administrative, caretaking and cleaning staff and they contribute positively to the day-to-day life of the school and enable it to operate smoothly. The level of classroom support staff is below the national average. Although parents and others volunteer to provide valued help this low level of classroom assistance means that the school cannot be as effective as it might be in supporting teaching and learning.

94 Learning resources are mostly satisfactory in range, quality and quantity and are used well. An exception is information technology where the number of computers is below average and there are too few programs available. There is a satisfactory range of books for English and a well-organised literacy resource area has been established. The central library, however, has a more limited range. The organisation of resources for design and technology, art, religious education and music is particularly effective. The school makes good use of a range of external learning resources such as art galleries and museums.

95 The accommodation is generous for the number of pupils in the school as three classes are housed in temporary accommodation in mobile classrooms, whilst two classrooms in the school are used as resource areas.

96 The school site has been made secure by the recently erected metal fence and now there is little vandalism. A rolling programme of window frame replacements is presently being carried out and to date, two-thirds of the rotting window frames have been replaced.

97 The school has paid from its own resources for the repair of a leaking roof of a classroom in the main building. The school intends to provide carpets in classrooms where pupils sit on a bare floor for the first part of the literacy hour.

98 The school has informed the Local Education Authority about a jammed fire door in a classroom on the ground floor of the main building.

The efficiency of the school

99 The management of the resources made available to the school is satisfactory overall. Financial planning is sound, particularly in the short-term. It is good in respect of the initiative to raise standards in literacy. Here the school has identified an important priority, for improvement and allocated and organised resources effectively to fulfil its plans. The governing body, together with the headteacher, plan the budget appropriately for the coming year in order to meet the aims of the school and the priorities set out in the development plan. Although governors receive financial reports during the course of the year they do not receive sufficiently frequent and detailed information to improve their monitoring of expenditure and to evaluate the effects of spending decisions on pupils' progress.

100 Long-term financial planning, for at least one or two years beyond the next financial year, is limited. The headteacher provides the governing body with suitable information about projected numbers on roll but there is little detailed consideration of alternative strategies for managing expenditure. Although pupils with special educational needs make reasonable progress, the school has not identified in sufficient detail how provision for them is financed.

101 A strength of the short-term financial planning is that priorities are shared and agreed

by all staff and subject co-ordinators are appropriately involved in making decisions and monitoring spending within their particular area of responsibility. The staff are appropriately deployed and teachers' subject expertise is used effectively to enhance standards in art and music, for example. Resources for learning are used well with the exception of those for information technology. Computers, including a recently acquired CD-ROM, are too little used for the direct teaching of information technology skills.

102 The school has sound and efficient financial control and administration. The few recommendations in the latest audit report have been acted upon. Procedures for administration are unobtrusive and effective.

103 Taking into account the attainment of pupils on intake, the socio-economic circumstances within the community, together with pupils' positive attitudes and behaviour and the progress they make, the school achieves satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science

English

104 Overall attainment at the end of the key stage is well below the standards expected nationally for pupils of this age. However, there has been a steady upward trend of improvement over the last three years. This is evident in a quarter of lessons where pupils' attainment is in line with national expectations and in the sustained progress made by pupils in reading following the introduction of the National Literacy Project in September 1997. Attainment is average when compared to schools serving communities with similar social characteristics. Pupils with special educational needs make satisfactory progress in relation to their prior attainment.

105 Pupils' attainment and progress in listening is satisfactory overall. Pupils are attentive and follow instructions appropriately. Most take turns, listen carefully to their teachers and their responses indicate an understanding of the main points they have heard. This is particularly evident in whole class shared reading sessions, which take place at the beginning of the literacy hour. Attainment in speaking is below national expectations and pupils' progress is unsatisfactory. Many do not have the benefit of a wide and varied vocabulary and lack confidence in expressing their opinions in front of the class. For example, in an oracy lesson several younger pupils were reluctant to offer their view about what is fair and unfair. Pupils are more confident in reading out their work to the rest of the group. Where pupils are offered wider opportunities and are well supported in their work they rise to the challenge accordingly. This was evident in an assembly organised by a visiting lay preacher in which Year 3 pupils spoke in front of an audience of parents with confidence and enthusiasm.

106 Although pupils make satisfactory progress, attainment is below expectations by the end of the key stage. More able pupils in the lower school read fluently and accurately with developing intonation. Most are able to recognise errors and use a variety of strategies such as applying their knowledge of phonics to sound out the word or referring to the picture. Some are able to check for meaning by reading back and ahead. However, many are unable to discuss characters in detail in their independent reading, but are making good progress in developing these skills through effective teacher support in the literacy hour. For example Year 3 pupils were able to suggest a variety of adjectives which would describe Cinderella in the context of a modern fairy tale. Year 6 pupils were able to produce a labelled picture of "Ghost Dog" which paid close attention to detail, for example a long flapping tongue. Pupils are provided with opportunities to read a wide range of texts, which are well matched to their differing levels of ability and are aware of how to locate information in the library. Their wider knowledge of literature is limited and most are unable to compare and contrast the styles of different authors. This is currently being addressed by the school, in the context of the literacy hour.

107 Attainment in writing is well below national expectations, and spelling, punctuation and handwriting are weak for the majority of pupils; pupils make slow progress. Within the literacy hour good emphasis is placed on the development of pupils' knowledge of spelling, grammar and punctuation. However, given the short space of time since its implementation,

the National Literacy Project has not yet been able to make a sufficient impact and skills in these areas remain weak. Although pupils are introduced to the different ranges of writing, there are too few opportunities for them to apply their newly gained knowledge in extended personal writing, with the exception of Year 6, where this activity is taught in addition to the literacy hour. By the end of the key stage many pupils are unable to spell basic words. Work is often poorly presented and many pupils are still at the stage of printing. Many have a weak understanding of punctuation and use capital letters indiscriminately, often in the middle of words. When pupils of all abilities are supported by adults in-group activities in the literacy hour, their progress is generally satisfactory. When they work independently their progress is slower. Lower attaining pupils' progress is held back by their poor reading and spelling abilities.

108 Pupils have good attitudes to learning. They concentrate well and offer help to each other when required to work independently in-groups. They enjoy reading and are eager to discuss their work. They handle the newly purchased literacy resources with care. Pupils are well behaved and settle down to work quickly. They respond well to teachers' regular use of praise.

109 The quality of teaching is satisfactory or better in four out of every five lessons and is at least good in half of these. It is unsatisfactory in the remainder. Pupils with special educational needs receive sound support in meeting the targets specified in their Individual Education Plans through individual and small group work. The best teaching is characterised by very good planning which clearly identifies learning objectives for all activities. Teachers have good command of the subject and work is set at an appropriate level. Pupils are encouraged to become independent learners by making good use of dictionaries and thesauruses to support their work. Teachers have high expectations of work and behaviour, which are made clear to pupils. Pupils' learning is extended through challenging questions, which encourage them to think for themselves, particularly when working with shared texts. Teachers lead by example and read aloud with expressive voices in a way that captures the pupils' imagination. When teaching is less effective teachers' subject knowledge is not secure. Learning objectives at the short-term stage are not specific nor are they well communicated to the pupils. Questions are not appropriately directed to include pupils of all abilities. Most staff give insufficient time to the teaching of handwriting and their expectations across the key stage are inconsistent. Though some marking of work is effective in setting future learning targets it is inconsistent in quality and teachers often praise work which is poorly presented.

110 The co-ordinator has played an effective role, leading by personal example, in implementing the National Literacy Project which has provided staff with a useful planning framework. Appropriate in-service training has been provided and staff have had the opportunity to observe the two key literacy teachers at work. Teachers show commitment to the Project and have worked hard to develop detailed planning which is produced corporately by most year groups. Year 5 teachers plan together at medium-term but short-term planning is not consistent.

111 The school places a high emphasis on the teaching of literacy and has allocated additional time to speaking and listening but planning does not identify how it will be taught progressively across the key stage. Resources are adequate in range and quality. Pupils regularly borrow books from the school library as home readers. The computer in the

school library is under-used in respect of personal research and classroom computers are not regularly used to develop pupils' skills in editing their work. Class libraries have recently been audited and are in need of replenishment. Pupils are regularly assessed through the use of standardised tests in order to identify progress.

Mathematics

112 Pupils enter the school with low attainment. Although they make satisfactory progress overall, at the end of the key stage pupils' attainment is well below national expectations. In some important aspects, such as the recall of basic number facts, it is well below that expected of pupils of this age. National Curriculum tests, taken by pupils in Year 6, confirm this below average attainment. Only two fifths of pupils reach or exceed the expected level, compared to the national figure of just over three fifths. Girls attained significantly higher than boys in the 1997 national tests. Creditably, the school's national test results have shown a sustained improvement in attainment over the last three years, the proportion of pupils reaching the expected level in 1997 being twice that of 1995. Very few pupils, less than one in ten, exceed the expected levels. Attainment is average when compared to schools serving communities with similar characteristics.

113 In Year 3 pupils are able to complete the pattern of a simple number sequence and they make steady progress in the ordering of numbers. A few pupils have difficulty with writing their numbers and continue making the same errors. Most of the work observed in Year 3, and much of that seen in pupils' books, is below that expected of seven and eight year olds. In Year 4 pupils make reasonable progress overall. They can recognise and name simple fractions such as half and quarter. Most know that a half is equivalent to two quarters, but their knowledge of other facts about fractions is weak. They demonstrate a poor vocabulary, for example calling quarters fours rather than fourths. Where there is good progress in Year 4 it is linked to very good teaching. In one lesson pupils were making a device out of paper to test the multiplication tables. They were able to use this to improve their recall of the multiples of two, five and ten and then went on to apply their knowledge to the learning of new facts in relation to sixes.

114 The highest attaining set of pupils in Year 5 are able to sequence decimals on a number line. They know that 0.2 and 0.8 of a shape makes the whole shape, but their understanding of place value is unsatisfactory. Most pupils describe the digit one in 1.3 as one tenth, for example. In Year 5 the set of middle attaining pupils demonstrate a weak recall of basic number facts. Most cannot, for example, give the change from 30 pence having spent five pence; nor can they confidently provide answers when multiplying by ten. Many pupils are too reliant on counting, often on their fingers. Although pupils in the lower attaining Year 5 set are well supported within a smaller group, they still encounter difficulty in understanding fractions. Their ability to halve and double simple numbers is limited and so they find it difficult to calculate one half of a given amount. This weak recall of basic number facts is a feature of all year groups and slows progress. In Year 6, for example, a lack of familiarity with basic skills such as doubling, or multiplying by ten and three hampers progress in further calculation. Too many are doing work that is below that expected for pupils of their age. Across all classes, and in respect of most pupils, mathematical vocabulary and mental arithmetic skills are poor. During the key stage pupils extend their knowledge and use of number, but not sufficiently. Few show secure attainment across the

range of mathematical activities at the level expected nationally. The progress of pupils with special educational needs is satisfactory.

115 The response of pupils is good. They are well behaved and settle down quickly to their work. Pupils listen carefully to the teacher. They co-operate well with each other, for example when playing mathematical games. They try very hard and are willing to talk about their work. Pupils wait patiently for attention and tidy away quickly and quietly at the end of lessons.

116 The quality of teaching is satisfactory overall. In just under one third of lessons it is at least good. There are good relationships between pupils and teachers. In the best lessons teaching encourages pupils to use a range of strategies and to work from known facts to find solutions. In such teaching there is effective interaction between pupils and teachers. Good quality questioning is used to encourage pupils to explain their thinking. This also enables the teacher to assess what pupils know and understand. In one lesson, for example, a lower attaining set were consolidating their understanding of multiplication. The teacher required pupils to demonstrate their methods, explained the next task clearly to them and then, when pupils were working, checked carefully to ensure that they knew exactly what was required and set deadlines for the completion of work. A positive feature of the better lessons is the teachers' good introduction consisting of oral and mental work to challenge pupils to explain the methods they have used. In one Year 6 lesson pupils had to provide alternative strategies for finding missing numbers in a simple equation and to explain this to others. This discussion led to new learning. There is too little of this direct teaching during the main part of many lessons; teaching ends up being too incidental and mostly given as pupils encounter difficulty. Too few lessons have a sufficiently useful plenary session where teacher questions require pupils to show their understanding. Pupils generally spend too much time recording on worksheets or in exercise books and too little time working orally and mentally. Although the school recognises this, and has amended its policies to improve matters, the balance between oral and written work could still be better.

117 Sufficient time is allocated to the teaching of mathematics. There is a reasonable long-term plan setting out broad objectives. Teachers' short term planning, which is undertaken fortnightly, is mostly sound. It includes objectives for pupils' learning. Some of these are specific; others are too general and not sufficiently progressive in moving pupils on to harder work. There is a serious weakness in the half term planning. Although teachers set out the content of what pupils have to cover this is too general; objectives for pupils' learning are not included. This does not build sufficiently on what pupils already know and understand and too little time is spent doing more difficult work at the higher levels. This limits pupils' opportunity to learn and has a negative impact on attainment and progress.

Science

118 The standards attained by eleven-year-olds in national tests in 1997 were well below the national average; girls attained higher standards than boys. However, there is a pattern of improvement in attainment over the last three years. The test scores for 1997 are just below average when compared with schools serving communities with similar social characteristics.

119 Attainment at the end of the key stage is below national expectations. Pupils in Year 3 know about a healthy diet and are able to report their findings about an investigation into light filters using a sheet prepared by the teacher. Only a small number understand the idea of making a prediction. In Year 4 a minority are able to explain that some materials are conductors or insulators of heat. In Year 5 only a small number are able to suggest a fair test for measuring lung capacity or breathing rates. Few know about standard measures of volume. In Year 6 most are able to make a simple circuit but have not been taught how to draw a circuit diagram. A small number are able to make parallel electrical circuits.

120 Attainment on entry to the school is well below the national average and the attainment of girls is significantly higher than boys. Lower junior pupils make satisfactory progress in learning about materials, physical processes and understanding a healthy diet. Slow progress is made when too much attention is paid to recording or predicting events before an experiment is carried out. In Year 5 pupils make different rates of progress in monitoring the effects of exercise on breathing and pulse rates as it is taught differently across the three classes. A minority of Year 6 pupils make good progress when allowed time to investigate electrical circuits, but it is unsatisfactory when little time is allowed for experimentation.

121 Overall, pupils make poor progress in planning experiments and carrying out investigations and slow progress in life processes and living things. Progress is satisfactory in some aspects of materials and physical processes. Pupils with special educational needs make good progress during the lessons which provide opportunities to carry out practical work and which have occasional support from a teacher or other adult.

122 Pupils listen attentively and many are keen to respond to questions when science activities are presented in an interesting way, for example when making electrical circuits or counting pulse rates.

123 The teaching is very variable and ranges from one in three lessons being good or very good, with one in three satisfactory, to one in three being unsatisfactory or poor. Good teaching includes clear learning objectives, well organised practical activities, appropriate recording of results and the use of effective questioning which encourages the pupils to contribute to the lesson. For example one boy told the class about hot air balloons and others with learning difficulties in reading and writing made good oral contributions on blood circulation and breathing. Poor teaching is characterised by a lack of clarity about what the pupils are going to learn, and poor organisation of the balance of the time spent finding out and recording. Teachers tend to demonstrate a science activity and tell the pupils about it, rather than involving them in contributing their knowledge, observations and ideas. There is little evidence of pupils being encouraged to find out information for themselves at home or in school.

124 The co-ordinator has been in the post for only one and a half terms and is presently attending a ten-day course on science which includes guidance on developing schemes of work. She has monitored teachers' planning of the curriculum and has recognised the deficiencies, particularly in the lack of progression from year to year. Resources for learning are satisfactory in the main, but there is not enough equipment to support pupils to carry out experiments and investigations.

125 The curriculum is not set out in a scheme of work which identifies the skills, knowledge and understanding to be taught to each year group. The curriculum experienced by pupils in Years 3, 4 and 5 emphasises materials and physical processes more than living things and investigations. It is more balanced in Year 6. Day to day assessment is often carried out through questioning, but there is little use of assessment to inform the next steps in learning. Health education is well covered. Experiences at the Colomendy residential centre allow some children to study "mini beasts".

Other subjects or courses

Art

126 Art is a strength within the school; attainment is above national expectations. The vast majority of pupils show high standards of attainment in their knowledge and understanding of art, craft and design as well as in investigating and making. Year 6 pupils show good control of textile printing techniques to produce appropriate designs on a nursery theme. They can make imaginative, three-dimensional masks, showing a mastery of a range of paper sculpture skills including folding, curling and overlapping. Most Year 6 pupils are able to draw upon their experience of visits to the Walker Art Gallery and the wide range of prints available within the school to show their knowledge and understanding in art. They are familiar with a number of important artists and artistic styles and most can use a wide range of artistic terms. The majority of pupils are able to evaluate their own work and identify ways in which it can be improved.

127 Pupils make good progress including those with special educational needs. Year 3 pupils make very good progress in their appreciation of form and proportion when producing observational drawings of the soft toys, which they bring in from home. They make good progress in learning about the lives and works of artists such as Van Gogh and Monet. Pupils in Year 4 make good progress in their appreciation of abstract art when investigating cylinder sculptures. They learn new skills and techniques, as shown in the very effective photomontages of themselves, inspired by the work of David Hockney. Year 5 pupils make good progress in their appreciation of the use of symbolism within works of art, for example in learning about the meaning of the spilt salt in Millais' painting 'Isabella and Lorenzo'. Pupils in Year 6 make very good progress in collaborative artworks, notably in their sectional interpretations of paintings by Matisse and Kandinsky. Pupils' progress in selecting and recording visual and other information is limited slightly by the fact that, in most year groups, such activities as observational drawing and experimenting with different media or effects are not gathered systematically in a sketchbook or folder. Consequently such activities are viewed in isolation and previous recordings are not readily available for use with current work.

128 Pupils' attitudes are very good during art activities. They are highly motivated by the wide range of interesting activities, which are provided in all year groups. They handle materials and tools extremely carefully and value both their own work and the work of others. As they progress through the school, they show increasing confidence in producing artworks. They are keen and absorbed when working. Most are prepared to experiment and try out their own ideas. Pupils complete self-assessment sheets thoughtfully in evaluating their work and progress. They work well, both collaboratively and individually. They take pride in their work and are eager to explain their contribution to the attractive displays of work throughout the school.

129 The quality of teaching is very good in six out of ten lessons and good in the remainder. Teachers make good use of the detailed and helpful scheme of work for art to plan interesting activities. They are clear about the skills and knowledge to be taught. They give very good guidance to pupils about skills, techniques and how their work could be improved. Art resources are well prepared. Good use is made of source materials, artefacts, visits and visitors to provide varied and relevant activities. Praise is used judiciously to motivate pupils and encourage effort. Work is planned jointly between

parallel classes and lessons are taught enthusiastically. Art activities make a very good contribution to pupils' spiritual, moral, social and cultural development; sources and topics, for example, are drawn from a wide range of cultural traditions.

Design and Technology

130 Attainment at the end of the key stage is in line with that expected nationally for pupils of this age and they make satisfactory progress. Pupils with special educational needs make sound progress through their integration into small groups. The oldest pupils show an awareness of the needs of the user as they design and make board games suitable for younger pupils in the school or their peers during wet playtimes. Pupils evaluate their own and each other's products with care by completing relevant questionnaires. They pay good attention to the quality of finish and design their games with imagination in a way which will appeal to the intended user group. They decide upon the best way to advertise a product, such as a new type of drink, so as to influence the consumer's choice. Pupils extend their knowledge of control technology as they use Logiblocks to construct a level crossing warning light. Year 5 pupils in their work on moving toys are developing an awareness of how simple mechanisms such as levers work in producing different types of movement. Younger pupils improve their folding and cutting techniques as they develop their own magic mirrors from a prototype. They understand the need to take the frame size into account so that each door will open to reveal the hidden content. Many of the older pupils make good use of their literacy skills, for example using reference books to generate questions relevant to their particular board game.

131 Pupils' attitudes to learning are never less than satisfactory and in half the lessons are very good, particularly at the end of the key stage. Pupils take pride in their work and pay close attention to detail. They concentrate well and seek advice where necessary. They work well individually and collaboratively as a group, offering each other support in their learning. The oldest pupils organise themselves well, for example allocating responsibilities so that each member of the group has an opportunity to contribute to the pictorial design of a board game. They pay due regard to issues of health and safety.

132 The quality of teaching is satisfactory. Learning objectives in short-term plans are clearly identified and take account of the commercially produced scheme of work. Relationships are well established and teachers provide an appropriate balance between independent and supported work as they offer guidance to individuals and groups of pupils. Appropriate emphasis is given to teacher demonstration and questions are effectively used to extend learning.

133 The co-ordinator provides sound leadership and has allocated the content of the commercial scheme of work to year groups in an attempt to ensure coverage of the National Curriculum and progression in skills development. In most medium-term plans however, learning objectives are not identified. Resources are well organised by the co-ordinator.

Geography

134 Only two lessons of geography were seen, but these, together with a scrutiny of

pupils' work, indicate that attainment is in line with that expected nationally. Progress is satisfactory overall. In a study of place pupils in Year 4 found out about homes in Kenya. All were able to find buildings and other features on a map and could give explanations as to why certain characteristics were present. For example, pupils knew that trees were planted to provide shade from the African sun, but they were unsure about the purpose of other features such as the irrigation canal. Pupils also find difficulty in using the available data to frame geographical questions. Pupils in Year 6 make reasonable progress in their knowledge of the British Isles, the National Parks and the water cycle. In Year 5 knowledge of simple mapping conventions, such as the use of Ordnance Survey symbols, are sound. Pupils in the upper key stage can satisfactorily describe the human features of local places but they are less able at comparing these with different localities that they have studied. Pupils' ability to work in different scales, analyse evidence and present ideas in writing and graphically are not satisfactory. The progress of pupils with special educational needs is satisfactory.

135 Pupils' response is good. They behave well and share their ideas when required. Pupils are diligent and settle down quickly to what they are asked to do. When successfully matching the features on a photograph to symbols on a map they demonstrated a sense of pride in their achievements. They are keen to read out their answers and to identify solutions to the questions they have been asked. They collaborate well, share tasks within a group and take turns.

136 The quality of teaching is satisfactory overall. Good teaching has clear objectives and explanations and materials are well prepared and matched appropriately to ability. Suitable support is given to pupils with special educational needs. Teaching is unsatisfactory when objectives for lessons are not clearly communicated and when there is too much concentration on simple knowledge and too little on extending geographical skills. For example, pupils spent too long on the lower level activity of cutting and sticking picture symbols onto a map and were too little challenged by question and discussion. Relationships between pupils and their teachers are good.

137 There is a sound policy and scheme of work. This details progression in geographical skills but does not assign them to individual year groups or to the study of particular places and themes, although there is an intention to do this. The co-ordinator has a clear job description and understands her role well. She is able to satisfactorily monitor planning and to scrutinise pupils' work in order to assess standards. A suitable action plan has been written. Pupils in Years 4 and 5 have the opportunity to visit a study centre in North Wales and so experience, at first hand, a locality different from their own. Aspects of the local area, such as West Derby Village, are also studied. Sufficient time is allocated to the subject.

History

138 At the end of the key stage pupils' attainment matches that expected nationally. Progress is satisfactory. In Year 4 pupils acquire a satisfactory knowledge of the Tudors and find out, for example, that people of this period had a different view about health and hygiene. They are able to use books and pictures to find out basic facts but are not adept at asking historical questions. Pupils in Year 5 study Ancient Egypt and are able to explain

that the pyramids were built as ancient tombs. Many understand the importance of the Nile to farmers of the time and can describe the features of the ordinary houses that were built. They know, for example, that windows were positioned high and of small size to combat the effects of the sun and that mud bricks were used to build the walls. They make good progress in their understanding of the different strata of Ancient Egyptian society. Pupils of all attainment show sound knowledge. In Year 6 pupils are beginning to acquire a sound knowledge of the city-states of Ancient Greece. They are able to describe some of the characteristics of Sparta and Athens and can compare one with the other.

139 The response of pupils is good. They show interest in their work and carry it out diligently. They co-operate well when they have to share resources. Behaviour is good and sometimes very good. Pupils listen attentively and are keen to answer the teacher's questions. They respond well when encouraged to be involved in discussion.

140 The quality of teaching is good overall. It is particularly effective where there is good subject expertise. A strength of the best teaching is that it has clear objectives for pupils' learning and is well planned. There is often a good use of questioning in the best teaching and this is used to assess the pupils' understanding and they make good progress. Work in one class about the Ancient Egyptians began with a revision of previous learning, was conducted at a brisk pace and displayed high expectations and challenging questions. As a result all pupils made good progress. Explanations are usually clear and the organisation of learning resources is sound. Time is not always well organised. In one lesson, for example, pupils were given too little time to frame worthwhile questions when using books to investigate the Tudor period. Progress was unsatisfactory as a result of this.

141 There is a satisfactory scheme of work. This allocates the study units of the National Curriculum in a systematic way to the various year groups. Skills are identified for each of the study units so that there is planning for progression in pupils' learning. Teachers in each year group plan the curriculum together each half term so that there is consistency across parallel classes. The co-ordinator is appropriately involved in monitoring this planning and scrutinises a sample of pupils' work in order to judge standards. A strength of this subject is the effective use made of first hand resources such as museums and art galleries. Pupils visit Croxteth and Speke Halls locally and have ventured further afield to places such as Chester and Styal Mill.

Information Technology

142 By the end of the key stage pupils' attainment is well below national expectations. Year 6 pupils are able to use word processing software to generate, amend and present ideas using a range of type fonts. They can load programs held on disk. They use the mouse and the keyboard purposefully to enter information and to make selections from on screen menus.

However, this level of skills is well below that expected of eleven-year-old pupils. Attainment is satisfactory in the use of such devices as programmable toys, video recorders and listening centres.

143 Pupils make poor progress. The scheme of work for Year 3 focuses on only very basic skills. Year 3 pupils use the computer to assemble text and pictures, for example when producing party invitations to Cinderella, using the space bar, return and shift keys in addition to letters and numerals. By Year 4, pupils are able to enter a series of instructions,

one at a time, to control the movement of an object. However, an over-familiarity with such programs as 'The Crystal Rain Forest' results in little new learning taking place. Pupils are generally applying I.T. skills that they already possess and the story text is already known. Pupils tend to flick through the textual elements without reading the text. Consequently the activity makes little contribution to pupils' progress in reading. In Year 5, satisfactory progress is made in creating a series of commands to control objects such as Roamers in a predetermined manner and in using a data handling package to enter and interrogate information. Year 5 pupils encounter simulation programs such as 'Profit Making', though most merely guess at the quantities involved and are unable to identify any likely relationship between input and outcome. Pupils with special educational needs make unsatisfactory progress.

144 Pupils' attitudes to information technology are good. They are keen to participate in activities and to explain what they are doing. They handle software and hardware well. Pupils in groups, mainly in pairs, co-operate well and take turns appropriately. When difficulties are encountered, they seek and receive help from other pupils. The use of a rota of single gender groupings for I.T. works well in ensuring equal opportunity and access.

145 The quality of teaching is poor. Very little teaching of information technology was observed during the inspection. Pairs of pupils take turns on the computer during lessons on other subjects and teacher- pupil interaction is virtually non-existent. The lack of direct teaching of I.T. is the root cause of the poor progress made by pupils. Improvement in the provision for I.T. is identified as a priority in the School Development Plan for the previous and current years. Some good progress has already been made. A co-ordinator has been appointed, with a clear brief to raise standards. A policy statement and scheme of work have been produced in collaboration with the infant school. Information technology is beginning to be used to support other curriculum areas. The scheme of work is not being fully addressed in the medium and short term planning for the teaching of I.T. skills and knowledge. Medium term plans simply list the skills to be developed, with no indication of how this is to be undertaken. Short term planning contains little or no reference to I.T., beyond the occasional mention of software to be used. The plans do not indicate clearly how I.T. skills are to be taught and assessed. Assessment information is not gathered systematically in order to inform planning, teaching and the annual reports to parents.

Music

146 At the end of the key stage pupils' attainment matches that expected nationally. Most pupils make satisfactory progress. The best progress is linked to good quality specialist teaching where subject knowledge is of a high standard. Pupils in Year 3, for example, make good progress in their ability to use untuned instruments and to perform with others. They acquire a satisfactory understanding of tempo and progress well in their ability to improve the music they make. Pupils in the choir are given good opportunities to sing from memory and they can effectively control the sounds of the voice and improve their phrasing. They sing well as members of a group. Pupils in Year 6 develop a satisfactory knowledge of musical terms. They can recognise and comment on musical pieces from various periods, including baroque, classical and romantic. They have a good sense of rhythm, keep time well and recognise that music can be used to create different moods. A minority of lessons the use of commercially available schemes is ineffective in that pupils

have too few opportunities for participation and this slows their progress.

147 Pupils respond with enthusiasm to well-directed teacher questions. They are sensible and well behaved. Most pupils listen carefully to instructions and sustain attention. In the best lessons pupils show a high level of concentration and sustain their interest throughout. They enjoy demonstrating their developing skills to other pupils.

148 The quality of teaching is satisfactory overall. In some lessons, where the teacher has particular subject knowledge, it is good. When this is the case a good rapport is established, the pace of the work is brisk and there are high expectations. Pupils in Year 3, for example, were able to sustain concentration over a thirty-minute period and progressed quickly in their ability to play a range of instruments, including glockenspiels and chime-bars. They were well accompanied by the teacher on an electronic keyboard. Planning for lessons often shows clear objectives, although these are not always communicated to pupils at the start. Resources for learning are usually well organised but in a few lessons pupils spend too long choosing their own instrument without sufficient guidance. Time is deployed appropriately in the majority of lessons, but in a small number there is too little available to undertake work of any depth. In a minority of lessons pupils are given activities which include words that are too difficult for some of them to read and this inhibits their progress.

149 There is a satisfactory scheme of work and resources are sufficient and well organised. The co-ordinator is appropriately involved in monitoring the planning of the curriculum and has written a satisfactory action plan which sets targets for improvement. A strength is the school's involvement in musical productions such as "Oliver", "Grease" and "The Wizard of Oz", which gives pupils a valuable opportunity to perform in front of an audience.

Physical Education

150 During the inspection dance, movement, gymnastic and swimming activities were observed. By the end of the key stage attainment is above that expected nationally. Pupils made good progress. Year 3 pupils move well to the rhythm of music and perform good interpretations of circus performers and animals. Year 4 pupils link movement to previous rehearsing and demonstrate stretching, curling and sliding movements of good quality. They work effectively with partners. Year 5 pupils carry out good quality dive and glide movements in swimming. They attain above average standards for their age in front crawl and back stroke. Year 6 pupils are able to travel showing good control and variation in pace. They attain high standards when balancing on the floor in a range of positions.

151 Pupils make good progress during lessons which are focused around a theme like creating the characters and animals in a circus. At the end of the key stage, girls make much better progress than boys in rehearsing and performing paired work to music.

152 The pupils dress appropriately for the subject and most demonstrate commitment and very positive attitudes. They are keen to participate, listen carefully to instructions and enjoy the activities. They sustain concentration when performing or observing others. They behave responsibly when travelling to the swimming baths and whilst they are

changing and swimming.

153 The overall quality of teaching is good. The teaching is supported by a scheme of work, which outlines the skills to be developed lesson by lesson. Teachers' planning contains clear learning objectives and activities which build on previous learning. Good teaching is characterised by enthusiasm, good subject knowledge and good observation of performance to select children to demonstrate high quality movements. For example a demonstration of a good quality star balance led to an improvement in the performance of other pupils. Praise is well used to encourage the pupils.

154 The curriculum is broad and balanced and the policy and curriculum guidelines document is helpful to teachers. Additional time is allowed for the subject and this allows the pupils to have a range of experiences. Older pupils recently participated in outdoor/adventurous activities when they visited "Manor Adventure" and experienced for example, rock climbing, abailing and constructing a raft. This was a memorable experience for them. The school does not have a games field and uses local pitches for matches against other schools. The resources are generally satisfactory, but there is a shortage of small games equipment.

Religious Education

155 By the end of the key stage pupils' attainment is in line with the expectations of the locally agreed syllabus and there are high standards in almost half of lessons. Year 6 pupils understand many of the main features of Christianity. They can retell a number of Bible stories, showing an awareness of some of the important characters and events and places of significance. They have a good awareness of the beliefs and practices of Islam, Sikhism and Buddhism. Most pupils are able to express their ideas and opinions about the religious and moral issues raised during lessons, for example when considering the issue of 'suffering'. They are able to reflect on their own beliefs, though only a small minority are able to give more than superficial reasons for their views.

156 Most pupils make good progress, including those with special educational needs. They learn some traditional prayers and hymns. They compose their own prayers with increasing sensitivity as they progress through the school. By Year 5 most pupils are able to make relevant comparisons between Buddhist meditation and Christian prayer. Pupils develop a respect for the beliefs and values of other people. Year 3 pupils, for example, make sound progress in comparing the rules followed within the Sikh religion to the school's own rules. Pupils in Year 4 make good progress in their appreciation of religious symbolism, for example, in explaining which images cannot be used in designs for cards to celebrate Muslim festivals. In addition to the time spent during religious education lessons, the contribution of visiting speakers during acts of collective worship has a positive impact on the progress made by pupils.

157 Pupil response to religious education is good. The majority of pupils make good contributions to discussions about religious matters. They listen well, pose relevant questions and are keen to provide an acceptable standard of work. Pupils are eager to participate in dramatic productions on religious themes and give animated presentations.

158 The quality of teaching is never less than satisfactory. It is good in almost half of

lessons. Good use is made of religious artefacts, resources and visits to local churches to provide interesting and relevant activities. Lessons are well planned and prepared. The marking of pupils' work often contains supportive comments and shows a good dialogue between teachers and pupils on religious matters. The good relationships between teachers and pupils reflect the aims of the school's policy 'to develop an awareness of self and sensitivity towards others'. Teachers are willing to state their own position while valuing the beliefs of others.

159 Regular assemblies are arranged, to which parents are invited and which inform about and celebrate religious traditions. The detailed and helpful scheme of work for religious education takes full account of the locally agreed syllabus and has a very positive impact on the quality of teaching. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development.

PART C: INSPECTION DATA

Summary of inspection evidence

The inspection was carried out by a team of five inspectors who were in the school for a total of 19 days.

During the inspection week:

73 Lessons or parts of lessons totalling 56 hours were observed
discussions were held with governors
interviews were held with staff
the work of a sample of pupils from every class was scrutinised; the samples represented a cross section of attainment
assessment of reading standards was made by listening to a sample of pupils from each class
teachers' planning files and records and attendance registers were examined
extra-curricular activities were observed
observations were made of assemblies, registrations, playtimes and lunchtimes.

Prior to the inspection week:

school documentation was analysed
responses to a questionnaire were received from families of pupils and a meeting to ascertain parents' views was held
meetings were held with the governing body and staff

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 - Y13	232.0	2	86	185
Nursery Unit/School	0.00	0	0	0

TEACHERS AND CLASSES

Qualified teachers (YR - Y13)

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

10.20
22.75

Education support staff (YR - Y13)

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

1
30.0

Primary and nursery school

Average class size:

25.8

FINANCIAL DATA

Financial year:	96 / 97
	£
Total income	425428
Total expenditure	420692
Expenditure per pupils	1587.52
Balance brought forward from previous year	16050
Balance carried forward to next year	20786

PARENTAL SURVEY

Number of questionnaires sent out:

230
73

Number of questionnaires returned:

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	21.9	72.6	1.4	2.7	0.0
I would find it easy to approach the school with questions or problems to do with my child(ren)	49.3	49.3	0.0	1.4	0.0
The school handles complaints from parents well	31.5	49.3	9.6	5.5	0.0
The school gives me a clear understanding of what is taught	28.8	54.8	11.0	1.4	1.4
The school keeps me well informed about my child(ren)'s progress	30.1	57.5	6.8	2.7	2.7
The school enables my child(ren) to achieve a good standard of work	31.5	56.2	6.8	2.7	2.7
The school encourages children to get involved in more than just their daily lessons	31.5	54.8	6.8	5.5	0.0
I am satisfied with the work that my child(ren) is/are expected to do at home	26.0	45.2	16.4	8.2	4.1
The school's values and attitudes have a positive effect on my child(ren)	26.0	52.1	15.1	4.1	2.7
The school achieves high standards of good behaviour	32.9	49.3	11.0	4.1	2.7
My child(ren) like(s) school	47.9	45.2	1.4	5.5	0.0

Other issues raised by parents

In written response parents commented that the school staff are sociable and approachable. A small number felt that insufficient homework was set by the school.