

# INSPECTION REPORT

## **AINTHORPE PRIMARY SCHOOL**

Kingston Upon Hull

LEA area: Kingston Upon Hull

Unique reference number: 117712

Headteacher: Mr. Kent Dewar

Reporting inspector: Mr. Julian Sorsby  
14042

Dates of inspection: 13<sup>th</sup> – 17<sup>th</sup> March 2000

Inspection number: 189526

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Ainthorpe Grove Willerby Road Kingston Upon Hull
Postcode:	HU5 5EB
Telephone number:	01482 353963
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Mike Young
Date of previous inspection:	16 <sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Julian Sorsby	Registered inspector		The characteristics and effectiveness of the school
			The school's results and pupils' achievements
			Key Issues for action
Mary Malin	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
John Laver	Team inspector	English	
		Art	
		Geography	
Edmund Morris	Team inspector	Science	Teaching and learning
		Information technology	
Malcolm Padmore	Team inspector	Mathematics	
		Design and technology	
		Physical education	
David Pink	Team inspector	History	Quality and range of opportunities for learning
		Equality of opportunity	Leadership and management
Loretta Watson	Team inspector	Music	
		Religious education	
		Areas of learning for children in the foundation stage	
		Special educational needs	

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Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Ainthorpe Primary School, which serves the community in west Hull, is a very large school with 519 full time pupils on roll between the ages of four and eleven. Pupils come from a wide range of socio-economic backgrounds. Twenty per cent of pupils receive free school meals, which is higher than average, while a further eight per cent are thought to be eligible but not claiming free school meals. All pupils speak English as their first language. Twenty-two per cent of pupils have special educational needs, which is above the national average, while 0.7 per cent of pupils have statements of special educational needs, this being half the national average. The attainment of pupils joining the school is below expectations.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of the school is good. Pupils join the school with below average ability, and language skills that are well below average. They learn well, and by the end of Key Stage 1, pupils' attainment in reading and mathematics is average for similar schools, while in writing it is below average. By the time they leave the school, attainment in English is below average for similar schools, while in mathematics and science it is average. Teaching is good throughout the school. The leadership and management of the school are good, and the school achieves satisfactory value for money.

#### **What the school does well**

- Teaching throughout the school is good, particularly so for children under five years old.
- All pupils, including those with special educational needs, make good progress.
- Standards in religious education, music and art at both key stages are good.
- Pupils' attitudes, values and behaviour and relationships among pupils and adults are good.
- The curriculum for children under five years old is a particular strength of the school.
- Provision for pupils with special educational needs is good.
- There is a good range of extra-curricular activities provided.
- There is good provision for pupils' spiritual, moral and social development.
- Assessment and monitoring of pupils' academic performance is good.
- Provision for pupils welfare, health and safety is good.
- The school works well with parents, keeps them well informed, and encourages support by parents of their children's learning.
- The headteacher, deputy head teachers and governors provide clear direction for the school, and contribute significantly to raising standards.

#### **What could be improved**

- Standards achieved in English and mathematics throughout the school and planning for the reinforcement of literacy and numeracy skills in all subjects of the curriculum.
- Standards, the curriculum and curricular planning in history and geography at Key Stage 2.
- Marking, which often fails to inform pupils how to improve their work.
- Pupils' writing and the presentation of their work.
- Opportunities for pupils to develop awareness of the multicultural aspects of society.
- The monitoring of teaching in science and the foundation subjects of the curriculum.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection in September 1996, the school has improved in a range of areas. Standards have improved in information technology, art and design and technology throughout the school. The quality of teaching has improved significantly throughout the

school. All key issues from the previous report have been successfully dealt with. These were the curriculum for children under five years old, procedures for assessing pupils' attainment and progress and the use made of assessment data in planning, the curriculum in information technology and design and technology and the making safe of the playground surface.

In English at both key stages and history and geography at Key Stage 2, standards have fallen in comparison with national averages and expectations.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	D	D	D	well above average    A above average        B average                    C below average         D well below average    E
mathematics	C	E	C	C	
science	B	D	D	C	

The standards achieved by pupils in the 1999 Key Stage 2 tests in English were below average for all schools nationally and for similar schools. Pupils' writing and the presentation of their work is unsatisfactory. Although standards achieved in the 1999 Key Stage 2 tests in science were below average compared to all schools nationally, inspection evidence indicates that this year's Year 6 pupils are achieving in line with the average compared to all schools nationally.

Standards in information technology, design and technology and physical education throughout the school are satisfactory. In geography and history, standards at Key Stage 1 are satisfactory, but at Key Stage 2 they are unsatisfactory. Standards in art, music and religious education are good throughout the school.

The school's target for pupils reaching Level 4 in English in 1998 and 1999 was 73 per cent. Corresponding target in mathematics were 72 per cent in 1998 and 75 per cent in 1999. In both subjects attainment in 1998 fell well short of the school's targets. While results in 1999 were still below the targets, there was significant improvement. Targets have been overly ambitious, but are now achievable. The trend in the school's average results since the last inspection has been broadly in line with the national trend.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. They enjoy coming to school and participating in school life and activities.
Behaviour, in and out of classrooms	The behaviour of almost all pupils is good. They are courteous, and polite.
Personal development and relationships	Pupils' personal development is good. Relationships between all members of the school community are good.
Attendance	Rates of attendance are satisfactory, but the rate of unauthorised absence and punctuality at the start of the school day is unsatisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The teaching of children who are under five years old is consistently good. The teaching of English at both key stages is good. The teaching of mathematics in Key Stage 1 is satisfactory, and at Key Stage 2, it is good. Both literacy and numeracy are taught well, although there is no policy to reinforce the teaching of literacy across the curriculum. The school makes good provision for pupils who have special educational needs and those who are gifted and talented.

Overall, of the 93 lessons observed, 97 per cent of teaching was satisfactory or better, and 65 per cent was good or better. Fourteen per cent was very good or better, and three excellent lessons were observed. Three per cent of teaching was unsatisfactory or worse, this representing three lessons. Particular strengths in teaching are teachers' knowledge and understanding of the subjects being taught, teachers planning, the effectiveness of the methods used and the quality and use of ongoing assessment of pupils' attainment and progress. There were no particular weaknesses noted in teaching and no common theme in the three unsatisfactory lessons.

Throughout the school, pupils learn well and make good progress. They display considerable interest in their work and strive to do well. As a consequence of good teaching, pupils readily acquire new knowledge and skills, develop their ideas and generally increase their understanding. Pupils understand what they are doing and why, and as tasks are completed, they have a clear understanding of how well they have done.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five years old is good, and satisfactory for all other pupils.
Provision for pupils with special educational needs	The school makes good provision for pupils' with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, including spiritual, moral and social development is good. There is a lack of opportunity for pupils to develop an awareness of the multicultural aspects of our society.
How well the school cares for its pupils	The school cares well for its pupils.

The school has a good partnership with parents and works well with them. Attention to equal opportunities is good as is the respect for pupils by teachers. All elements of the National Curriculum and religious education are taught. The school's procedures for monitoring and improving attendance are good, but the school lacks appropriate outside support in this work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher and deputy head teachers provide strong leadership and overall management of the school. Because of limited non-teaching time and differing perceptions of some of their responsibilities, the senior management team provides satisfactory management overall.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well.
The school's evaluation of its performance	Satisfactory. While considerable useful information is collected, the use of all available data in planning is not sufficiently well developed.
The strategic use of resources	Satisfactory.

The school is well staffed with teachers and support staff to meet the needs of the curriculum. Accommodation is good and the range of learning resources is satisfactory. A particular strength of leadership is the strong direction given by the headteacher, and the shared vision among all staff and governors. The school applies the principles of best value to all its work and activities.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The school has high expectations of pupils.</li> <li>• Teaching is good.</li> <li>• Pupils make good progress.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> <li>• The information they receive about their children's progress.</li> <li>• The extent to which the school works closely with them.</li> <li>• The amount of homework given.</li> </ul>

Inspectors agree with the positive views expressed by parents, but disagree that the amount of homework is inappropriate, that the range of extra-curricular activities is restricted, that the school does not work closely with parents or that the school does not keep parents sufficiently informed about their children's progress.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Children start school with below average level attainment in all areas of learning except in listening and speaking skills, where they are well below average. Given the low starting point of most children, their achievements while under five years old are good in most areas of learning. By the time they begin the National Curriculum, their literacy, language and mathematical skills are below average. Children's knowledge and understanding of the world and their physical and creative development is satisfactory.

2. In English in the 1999 national tests at the end of Key Stage 1, pupils' achievements in writing, speaking, listening and reading were all below the national average, although those in reading were average for similar schools. Reading results dipped in 1997 and recovered again in 1998 to their current levels. In writing, results similarly dipped in 1997, and have since improved steadily to levels above their 1996 level. Results in 1999 indicate that while a lower than average number of pupils achieved the expected levels by the end of Year 2, the proportion achieving the higher than expected Level 3 is above the national average. Inspection evidence indicates that the current Year 2 pupils will achieve results similar to those in 1999.

3. Standards of attainment in English at Key Stage 2 are also below the national average. This judgement is confirmed by the most recent national test results, which show that the percentage of pupils attaining Level 4 or above was below the national average, although standards were in line with the average for similar schools. More than the expected number of pupils reached Level 4, although a lower than average number of pupils attained the higher Level 5. This indicates that while the majority of pupils are making good progress in Key Stage 2, higher attaining pupils do not make sufficient progress.

4. In mathematics in the 1999 national tests at the end of Key Stage 1, the proportion of pupils achieving Level 2B or above, which indicates the likelihood of achieving Level 4 at Key Stage 2, were well below national averages. The proportion of pupils achieving Level 3 or above was below the national average. However, the school's results were in line with those for similar schools. The trend over time until 1999 was one of a slight dip in attainment in 1997 followed by a sharp rise in 1998 to national levels and a slight decline in 1999. Standards have improved since the last inspection. The number of Key Stage 1 pupils who achieved level 2 in 1999 was around the national average but a very small number gained the higher levels. In Key Stage 2 the results show that the number of pupils achieving

Level 4 was below national averages while the number gaining Level 5 was close to the national figures. The number reaching Level 5 was well below the national average. However, compared to similar schools, the overall standards in mathematics at Key Stage 2 are average.

5. Attainment in science is satisfactory at the end of both key stages. This is similar to the findings of the last inspection. In 1999, the attainment at the end of Key Stage 1, based on teacher assessment, was below national averages. However, the inspection evidence, based on the current pupils in Year 2, shows that pupils are now achieving standards in science that are broadly in line with national averages. The results of the 1999 national tests at the end of Key Stage 2 showed that the number of pupils reaching level 4 or above

was below national averages although the number attaining level 5 was broadly in line. At the end of Key Stage 2 pupils attain standards similar to those achieved by schools with pupils from similar backgrounds.

6. The results in science at Key Stage 2 since 1996 has been affected by a similar dip in 1998 to that in English and mathematics. In 1996 results were significantly better than national averages. They fell slightly in 1997 but sharply in 1998 to a level below national average. While results increased slightly in 1999 in parallel with national results, they remain below the national average.

7. Standards in information technology, design and technology and physical education including swimming are in line with national expectations at the end of both key stages. Standards of attainment in art, music and religious education are above expectations at both key stages. In both history and geography, standards are in line with expectations at the end of Key Stage 1 but fall to below expected levels at the end of Key Stage 2.

8. As at the time of the last inspection, pupils with special educational needs make overall similar progress to other pupils, achieving standards in line with their prior attainment.

### **Pupils' attitudes, values and personal development**

9. Pupils' attitudes and values and their personal development are good and this contributes well to the standards they achieve. The school's ethos encourages pupils to have good attitudes to learning, to develop good values and to behave well at all times. Pupils with special educational needs have equally positive attitudes and throughout the school, pupils are attentive and generally settle quickly to their work. This judgement reaffirms the findings of the previous inspection, and reflects the views of the majority of parents responding to the Parents Questionnaire.

10. Pupils attitudes to school, beginning with their positive early experiences in the under fives class, are good. Most parents state that their children like coming to school, and this is confirmed by pupils. The attendance rate of 93 per cent is satisfactory, although the rate of unauthorised absence remains twice the national average. Punctuality is unsatisfactory at the start of the day with some pupils arriving up to 15 minutes late on a regular basis.

11. Pupils display good levels of interest and enthusiasm during lessons, and they speak with confidence when answering questions or working with their peers. Their attitudes at assemblies are very positive and they are very comfortable and secure in their school community. They treat school property with respect, and take good care of their books and other materials. Such positive attitudes provide a firm foundation for learning.

12. Pupils' behaviour both in and out of class is good. This has a positive effect on their learning and personal development. Pupils work well on their own, in pairs and in groups. They move around the school in an orderly manner, with minimal loss of time. There is no evidence of bullying, and there have been no permanent exclusions and only one fixed period exclusion during the past year.

13. The quality of relationships throughout the school is good. There are good relationships between boys and girls and between pupils of different ages and levels of attainment, all of which contribute to the caring atmosphere of the school. For example a less able pupil on entering an assembly was becoming excited and a little noisy. The

teacher guided him to sit down and the boy next to him, without any prompting, immediately put his hand on his arm and reassured him.

14. Pupils learn to work with increasing independence as they mature. They handle learning resources with care, for example treating computers and books appropriately. They willingly accept responsibility when it is given, for example by taking registers to the office, by being table monitors or by getting equipment ready for physical education. From an early age, pupils use dictionaries independently to help their spelling, and as they become older they increase the range of reference books they use to research their project work.

15. Most pupils with special educational needs have a positive attitude towards all aspects of school life. They understand their targets and work hard to achieve them. They respond well to praise and encouragement and have a very good relationship with teachers, support staff and their peers. Their behaviour is generally good and when difficulties or misunderstandings arise, pupils are willing to talk about their problems and respond positively to advice from adults.

### **HOW WELL ARE PUPILS TAUGHT?**

16. The overall quality of teaching and learning is good throughout the school with ninety-seven per cent of teaching in lessons observed being satisfactory or better. In sixty-five per cent of lessons the teaching is good or better with fourteen per cent being very good or excellent. This is a good improvement since the last inspection when 16 per cent of teaching was unsatisfactory and forty per cent was judged to be good or very good. The good quality of teaching has a positive effect on pupils' learning and progress in all stages of their education, particularly the teaching of the under fives where all teaching is good.

17. One of the main strengths of the teaching is the good knowledge and understanding teachers have of the subjects they teach. This enables them to teach with confidence and enthusiasm, answer pupils' questions correctly and help them learn effectively. This was well demonstrated in a Year 3 and 4 music lesson where the teacher's excellent subject knowledge was used to enthuse and motivate the pupils. This led to them performing a song extremely well, with great enjoyment and obvious pride in their efforts. Teachers' planning, particularly of literacy and numeracy, is also good with clear objectives appropriately shared with pupils at the start of each lesson. Teachers plan together in year groups to ensure similar coverage of the curriculum as well as being able to share ideas and expertise. A good range of teaching methods are employed by teachers to teach the National Curriculum effectively to pupils of all abilities. Teachers are skilled and effective in their teaching of basic skills such as phonics. In almost all lessons they manage pupils well, ensuring good behaviour which supports good learning. Lessons generally have a brisk pace, which prevents pupils becoming bored and losing their concentration. Pupils are almost always too busy to become bored. Teachers use of resources is satisfactory overall. This includes the use of computers and other information technology, which have improved significantly since the establishment of the computer suite.

18. Many lessons commence with a lively introduction by the teacher to stimulate the pupils' interest and make them eager to learn more. An example of this was seen in a very good science lesson about sound in Year 5 where the teacher used a guitar and a violin to demonstrate how pitch could be varied by the length, thickness and tension of the strings. Pupils listened very attentively and made rapid progress in their understanding. Teachers use methods, which are carefully considered to match both the subject content and the needs of the pupils. Where appropriate, for example in the computer suite, pupils are

encouraged to work together in pairs so that they can support each other in their learning. They do so very sensibly and they share the equipment without argument. In other lessons they are set work to complete independently and often display good levels of concentration so that they can complete the tasks in the allotted time.

19. Teachers question pupils well to assess their knowledge and understanding, correct misconceptions and to move them on to the next stage in their learning. Plenary sessions are used most effectively for assessing exactly how much the pupils have understood in the lesson and thereby help the teachers to plan suitable future work. In the very few lessons where teaching is less than satisfactory, teachers have low expectations of their pupils and set work that lacks challenge and fails to motivate or interest them. The marking of pupils' work is often unsatisfactory and does little to help identify clearly to pupils the areas in which they need to improve and how to achieve such improvement. This equally applies to homework, which is used effectively to reinforce and extend pupils knowledge and understanding. Teachers rarely comment on pupils' presentation of work or ask pupils to redraft their efforts to improve presentation and help them take a greater pride in their work. It should be noted that each of the teachers who were observed teaching an unsatisfactory lesson during the inspection, were also observed teaching satisfactory and sometimes good lessons.

20. The teaching of literacy and numeracy is good. Literacy is taught in daily sessions and is well planned with work closely matched to pupils' prior attainment. The teaching of numeracy follows the national numeracy strategy and teachers ensure that pupils have a secure understanding of their work before moving on to the next stage in their learning. Planning of numeracy lessons is also good and sometimes very good as was seen in a Year 4 numeracy set where the teacher had carefully planned the work on the six times table to follow on from previous work on the three times table. Pupils were kept fully involved, worked at a brisk pace and willingly contributed their own ideas and strategies for generating sequences.

21. The teaching of all pupils with special educational, especially those under five years old, is consistently good and both boys and girls make appropriate progress. The co-ordinator, teaching and support staff demonstrate very good knowledge and understanding of pupils' special educational needs and address them well. Individual education plans set appropriate targets to which pupils respond enthusiastically. Regular review of pupils' achievements and needs ensures continuity and good progression. Within lessons, pupils are positively encouraged to participate fully in all activities where there are relevant, achievable tasks and benefit from discreet but effective support. Most support is provided within the classroom. When pupils are withdrawn from lessons for special teaching, care is taken to ensure that they make up any work they may miss that is taking place in the classroom.

22. All pupils learn well and make good progress through both key stages, in all years and in most subjects. They display considerable interest in their work and strive to do well. As a consequence of good teaching, pupils readily acquire new knowledge and skills, develop their ideas in lessons through discussions and question and answer sessions, and generally increase their understanding. This was most obvious in a Year 2 literacy lesson about sentence construction where pupils were highly motivated by the inspired teaching. In this lesson pupils put a great deal of effort into achieving the best results possible. In many other lessons pupils are able to develop independent learning skills and are encouraged to evaluate the quality of their own work which they are able to do accurately and thoughtfully.

Pupils understand what they are doing and why, and as tasks are completed, they have a clear understanding of how well they have done.

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

23. The quality and range of the learning opportunities provided by the school is satisfactory overall. The curriculum for children under five is good and that at both key stages is satisfactory. This is a good improvement since the last inspection where there was concern about lack of coverage in some core subjects. The curriculum meets the requirements of the National Curriculum and religious education is provided according to the locally agreed syllabus. The opportunities for developing literacy and numeracy are satisfactory and the provision for pupils with special educational needs ensures that they are included in all aspects of school life. However there are limited strategies for developing literacy and numeracy across the curriculum and the quality of the provision for history and geography at Key Stage 2 does not ensure that pupils learn in logical, sequential steps, and so make appropriate progress.

24. Pupils with special educational needs are encouraged to participate fully in all areas of the curriculum. Opportunities are always provided for them to do well in relation to their ability in mental, practical and physical activities. Many pupils with special educational needs are seen to flourish particularly in music and physical education.

25. The National Literacy and Numeracy Strategies have been well implemented by the school in the discrete lessons and this has resulted in an improvement in pupils learning. There are opportunities for pupils to use extended writing in some areas of the curriculum. For example, in history pupils write letters about historic events and detect bias in newspaper headlines. However, there is an ineffective whole school approach to developing pupils' literacy and numeracy across the curriculum and so some potential benefits from the national strategies are lost through lack of reinforcement.

26. A wide range of extra curricular activities enhances the curriculum. There is good opportunity for pupils to extend their musical skills in the popular choir, keyboard and recorder clubs. The school is successful in sporting competitions with other schools in soccer and rugby and both boys and girls have access to these sports limited only by the rules of the competition. There is also an environment club, which uses the good and safe facilities of the environmental area within the school. Each term two year groups produce a show for the rest of the school and parents to watch. Extra classes are also held to boost pupils in their literacy and numeracy.

27. There is well-planned provision for health education, which includes sex education and provision for teaching about substance abuse. Pupils develop their personal and social education through their everyday encounters in school. The school places emphasis on personal development through normal day-to-day relationships. Teachers and staff contribute to this approach by challenging inappropriate behaviour and rewarding good behaviour. Awards given to pupils are celebrated in weekly assemblies.

28. The school has good links with the community. Regular visitors from local churches enhance assemblies. There are links with local industries, which extend the range of activities in information and communications technology. The head teacher maintains good links with the youth club on the school site. Good links are maintained with other schools in the area. The school provides and supports good adult learning opportunities for parents.



29. Overall, provision for pupils spiritual, moral, social and cultural education is good. The school makes good provision for developing pupils' spiritual education. This is mainly through assemblies, where pupils are encouraged to reflect upon themselves and others and to express their joy and enthusiasm through singing. Music plays a large part in the pupils' spiritual development and this is supported through the consideration of art and poetry in English.

30. Provision for pupils' moral development is good. The school ensures through its policies and practices that pupils have a strong appreciation of right and wrong. This is supported by the good role models provided by adults in the school community. Provision for social development is also good. This is reinforced by the strong team spirit engendered in the school, for example, by pupils representing the school in sporting events. Also strong is the emphasis placed on pupils learning to work together and co-operate with one another.

31. Because there are relative strengths and weaknesses in the provision for developing pupils' own culture, it is judged to be satisfactory overall. There are opportunities from pupils to relate to the art of established artists and to written language through poetry and prose. Regular school productions involve as many pupils as possible and help pupils to appreciate their culture. In geography and history pupils study their local area. However, throughout the school and the curriculum, there is little recognition that pupils' are growing up in a multi-cultural society. Particularly because the immediate environment in which pupils are growing up is a homogeneous white community, pupils have too little opportunity to learn about this aspect of their own society.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32. The school's good quality of provision for pupils' welfare, health and safety has created an atmosphere of security and wellbeing that provides a solid platform for pupils' learning. Parents report that they and their children feel well supported by the school, and the majority responding to the parents questionnaire stated that they find the school approachable regarding any matters relating to their children.

33. Adults in the school know the pupils well. Teachers, support staff and the welfare assistant deal sensitively with children who are hurt or unhappy. The welfare assistant is a fully trained first aider, and two child support assistants and the senior mid day supervisor are emergency first aid trained.

34. The school's procedures for monitoring and improving attendance are good, but lack appropriate support from outside agencies. The school has worked hard to improve attendance rates, and the level of unauthorised absence has reduced from three times the national average less than double the national average, and work continues. Procedures include regular reminders to parents about their duty to ensure good attendance, in the prospectus, in newsletters and in the governors' annual report to parents.

35. Procedures for monitoring and promoting good behaviour are good. All staff consistently apply the behaviour policy, which emphasises positive reinforcement as the preferred means of improving behaviour, and pupils are keenly aware of what is expected of them. The school has effective procedures in place to deal with harassment and bullying, although instances of these are very rare. The ethos of the school promotes positive behaviour and the maintenance of a happy, orderly community. This is a safe and caring school where pupils feel valued and protected.

36. Procedures for ensuring child protection are good. The special educational needs co-ordinator is the designated child protection officer and has received appropriate and up to date training. She in turn keeps teaching staff up to date with new developments, though further action is required to ensure that other adults in the school are routinely updated and trained.

37. The monitoring of pupils' personal development is informal, but satisfactory overall. Teachers know their pupils well and informally record personal achievement, things pupils have done well and when and where they have helped others. During the Friday merit assemblies, pupils receive certificates and badges for achievements and helpfulness, and such awards are also listed in their annual academic reports. However, there is no formal procedure for regularly monitoring and recording pupils' personal development.

38. Procedures for promoting the health, safety and well being of pupils are good. Regular health and safety audits and risk assessments take place and hazards are dealt with promptly. There is a teacher with responsibility for health and safety and a governors' committee. The committee chairman visits the school frequently to carry out spot checks. Fire drills take place every term and fire and electrical equipment are regularly tested. A good system is in place for dealing with and recording accidents.

39. Procedures for assessing pupils' attainment and progress are good. This is a significant improvement on the practice seen during the last inspection. Children who are under five are assessed to establish their performance in a wide range of skills and areas of knowledge and understanding when they join the school. The school is aware of some drawbacks with the procedures presently being used and has decided to move to another system. In the meantime the teacher is supplementing the information gained using this system with her own and this produces a good picture of what children know, understand and can do. In both key stages pupils are regularly assessed. The school uses a variety of testing procedures to which are added the national tests. These tests produce a large amount of data that gives an overall view of performance across the school and also some detail such as relative performance by boys and girls but they do not readily produce a clear picture of the performance of individual pupils. The school recognises the benefits and drawbacks of the range of tests used, and is working to develop a more manageable system. The information thus derived is essential to the setting of valid individual targets for pupils. Though targets are given on an annual basis, they are generalised and of limited value.

40. The school makes appropriate use of day-to-day assessment in English, mathematics and science to help teachers to plan subsequent lessons. Assessment information is also appropriately used to arrive at the composition of the ability settings in English and mathematics and also the groups within those settings. In some subjects, such as design and technology, portfolios of work are being developed. These provide useful examples against which teachers can assess how well pupils are progressing.

41. For pupils with special educational needs, effective assessment of attainment and progress ensures that pupils are set realistic, achievable targets. This careful planning enables pupils to gain confidence and self-respect built on success. As a result, pupils have a positive attitude towards school, knowing it provides a secure caring environment in which they can achieve and feel valued.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. The school enjoys a good partnership with pupils' parents and carers. Most parents responding to the questionnaire agreed that the school works closely with them and that staff are helpful and approachable.

43. Parents provide good support to their children's learning and many help them with their homework and listen to them reading. Many parents help in school as volunteers and assist with educational visits. There is a successful Parent, Teacher and Friends of School Association, which is instrumental in organising social events and raising funds for the school.

44. The quality of information provided for parents is good. There are three parents meetings each year. One meeting is used to discuss pupils' annual reports, which are very detailed and clearly state what pupils know, understand and can do. The school operates an open door policy and the majority of parents feel that staff are approachable, welcoming and are prepared to discuss their children at any time. To encourage and support parents, the school holds a Parents' Clinic four mornings each week where parents can discuss any issues that impact upon their children. Parents are encouraged to communicate with the school. The prospectus is clear and informative and the school issues regular newsletters, which keep parents well informed of school events. An appropriate home school agreement is in place. The school has provided a range of workshops for parents to help them better understand what their children are learning at school.

45. Parents of pupils with special educational needs are actively involved in the review of their children's individual educational plans and are encouraged to communicate regularly with the school. The Parents Clinic, which is staffed by the special educational needs co-ordinator, provides a much valued and effective opportunity for parents to approach the school with any difficulties or concerns. This frequently enables the school to provide appropriate support at a very early stage.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

46. The overall leadership and management of the school are good. The governors and the head teacher provide clear direction and communicate expectations that enable the school to maintain its standards. The shared vision for the school includes a commitment to raising standards of achievement by pupils as well as providing a safe and secure place where they can grow in confidence. Teaching and non-teaching staff share this commitment to maintain standards in the school and improve the attainment of pupils.

47. There is a large team of senior managers who have responsibilities for aspects of the whole school, and who are developing a shared strategic view of the school. The head teacher and two deputy head teachers are a very strong team who provide the school with a clear educational direction. However the two deputy head teachers have large responsibilities and a limited amount of non-teaching time. As a consequence some of the school strategies, such as the monitoring of curriculum provision are underdeveloped. The school collects information about the progress of pupils, which is used by the head teacher to set overall targets. However, the use of this data by other people to inform the successful learning of pupils is also underdeveloped. There are unit managers who each manage staff teams across two years of the school. These managers are generally effective but they do not yet have a common understanding of their roles, despite detailed job descriptions. This results in them not giving equal emphasis in their roles to raising pupils' academic attainment. The co-ordination of the core subjects is effective and has a

positive impact on teaching which supports effective learning. Co-ordination is less effective in history and geography. All co-ordinators monitor teachers' planning to ensure coverage. However this does not always ensure sufficient quality and depth of provision.

48. The head teacher recognises and builds upon the strengths of others. He has a strategic view of management and changes his own and others' responsibilities to suit the appropriate development of the school. He delegates responsibilities well through the management structure. Teaching is monitored well in English and mathematics, but mainly by those of the senior managers who are also subject co-ordinators. The effect of this is to associate monitoring with management rather than professional peer development.

49. The special educational needs co-ordinator is very competent. She knows the pupils well and works very hard with teaching and support staff in order to meet the pupils' individual needs. The co-ordinator liaises regularly with parents and appropriate agencies. Support staff are kept well informed and are involved in training and planning. The school has a good relationship with support agencies and the designated governor plays an active role in supporting the work of the school. Dedicated funding is appropriately deployed, providing valuable teaching time and support within the classroom plus adequate materials to meet the needs of all the pupils.

50. The experienced governing body fulfils its statutory responsibilities well and supports the head in providing a clear direction for the school. Governors visit the school regularly. There is a shared vision of the school, which aims to create a climate of tolerance and achievement within which pupils are supported by positive and constructive behaviour. The governors are fully involved in budget planning. However, their monitoring of the value for money achieved through their spending decisions is underdeveloped.

51. The school has a commitment to improve. It collects a great deal of information on pupils, to enable it to continue to raise standards. However, the use of this data is not sufficiently developed and some of it is in a form which is unhelpful to teachers. Although the head teacher sets targets, these are not yet effectively employed by class teachers to raise the performance of individual pupils. The school has made significant changes since the last inspection, many related to the curriculum. The strategy for improving literacy and numeracy is effective. Performance is monitored in those subjects and weakness identified and acted upon. Although there are weaknesses in some foundation subjects, there is a management planning and review cycle, which ensures regular review.

52. The school's educational priorities are well supported through planning, which is supported by appropriate funding. The head teacher and governors have a good understanding of financial procedures and this has made possible efficient and appropriate delegation. Finance staff are competent and efficient and there are good internal systems for the safety of funds. The governors receive regular statements to allow them to monitor the budget effectively. The school seeks to obtain best value when purchasing supplies and equipment or employing services.

53. Specific grants for information technology and school improvement have been targeted appropriately as has been the money received for pupils with special educational needs. This spending has been linked closely to priorities identified in the school development plan. Overall, the school development plan is a well written, useful management tool.

54. The school has a good policy for promoting equal opportunities. The head teacher and subject co-ordinators monitor its effectiveness.

55. The school has a large teaching staff. There are many experienced teachers with a good range of qualifications, helping to ensure effective implementation of the curriculum. Many teachers have middle management responsibilities, for example as subject coordinators or unit leaders. Several nursery nurses, classroom support assistants and non-teaching assistants complement the teaching staff. All work closely with class teachers both in planning and in the classroom. Appropriately qualified and experienced staff supports pupils with special educational needs very well. New staff receive good induction into the school. The school employs a formal appraisal system and all teachers and non-teaching staff have good opportunities for appropriate professional development. The last inspection report noted the good calibre and effective deployment of staff, and this situation has been maintained. The number of non-teaching support staff has increased in line with need.

56. The school's accommodation is generous and is maintained well. Among its positive features are the specialist rooms for music and information technology, the library and special needs room, and the environment area. The school also has the benefit of a school hall and a separate dining hall. All these features support the teaching of the curriculum. Despite its age, the accommodation is bright and stimulating, and is very well enlivened through the display of pupils past work, art and posters.

57. The quality and range of learning resources is satisfactory though there are some deficiencies in the provision of artefacts to support history. There are good facilities for outdoor play for children under five years old. There is a satisfactory number of fiction and non-fiction books, both in classroom collections and in the library. The school has effectively introduced the Literacy and Numeracy Strategies and resources for both are satisfactory. The provision of computers and software to support the teaching of information technology is good. The school has a network of modern powerful computers and is connected to the Internet.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to further improve the good quality of education, build on the many strengths of the school and rectify the weaknesses identified in the inspection the headteacher, governors and staff should:

- (1) Raise pupils' attainment in English and mathematics by:
  - placing greater emphasis on pupils' writing and the presentation of their written work  
(Paragraphs: 2, 61, 69-72, 74, 75, 110)
  - developing a policy and procedures for enhancing the teaching of literacy and numeracy in all other subjects of the curriculum  
(Paragraphs: 23, 25, 75)
  - continuing to improve the quality of teaching of literacy and numeracy through sustained monitoring of the quality of teaching and through continued staff development.  
(Paragraphs: 48, 83)
- (2) Raise standards in history and geography at Key Stage 2 by improving the continuity and progression in the curriculum.  
(Paragraphs: 103, 110, 124)
- (3) Improve the quality of marking of pupils' work to ensure that marking makes clear how pupils can improve their work.  
(Paragraphs: 19, 74, 109)
- (4) Improve the monitoring of teaching in all subjects by involving subject co-ordinators in the monitoring of their specialist subjects.  
(Paragraphs: 47, 103, 110, 124)

Other weaknesses identified in this report which should be considered by the school are as follows:

- Improve opportunities for pupils to develop an awareness of our multi-cultural society.  
(Paragraph: 31)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	11	51	32	2	1	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	519
Number of full-time pupils eligible for free school meals	145

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	113

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	46

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.7

#### Unauthorised absence

	%
School data	1.7
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	34	31	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	25	30
	Girls	24	25	29
	Total	51	50	59
Percentage of pupils at NC level 2 or above	School	78 (77)	77 (76)	91 (92)
	National	82 (51)	83 (74)	87 (65)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	26	30
	Girls	25	24	27
	Total	52	50	57
Percentage of pupils at NC level 2 or above	School	80 (79)	77 (75)	88 (79)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	43	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	29
	Girls	31	31	30
	Total	54	53	59
Percentage of pupils at NC level 4 or above	School	67 (55)	65 (46)	73 (61)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	25	24
	Girls	35	36	31
	Total	51	61	55
Percentage of pupils at NC level 4 or above	School	63 (52)	75 (61)	68 (66)
	National	68 (65)	69 (65)	75 (72)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	519
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	20.5
Number of pupils per qualified teacher	25.3
Average class size	27.3

#### **Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	281

### ***Financial information***

Financial year	1998/1999
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	£
Total income	830 198
Total expenditure	851 308
Expenditure per pupil	1 571
Balance brought forward from previous year	39 103
Balance carried forward to next year	17 993

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	519
Number of questionnaires returned	79

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	4	1	0
My child is making good progress in school.	51	39	5	4	1
Behaviour in the school is good.	42	47	6	3	3
My child gets the right amount of work to do at home.	35	49	10	5	0
The teaching is good.	49	44	4	1	1
I am kept well informed about how my child is getting on.	33	32	25	8	3
I would feel comfortable about approaching the school with questions or a problem.	61	22	11	4	1
The school expects my child to work hard and achieve his or her best.	67	28	3	0	0
The school works closely with parents.	34	32	24	5	5
The school is well led and managed.	39	47	4	4	1
The school is helping my child become mature and responsible.	43	39	8	3	5
The school provides an interesting range of activities outside lessons.	27	18	22	16	14

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

59. Baseline assessment takes place at the start of the school year. Results show that children start school with below average attainment overall but well below average attainment in listening and speaking skills. Given the low starting point of most children, their achievements while under five years old are good in most areas of learning but unsatisfactory in listening, speaking and mathematical skills. Children in reception classes are working towards National Curriculum attainment targets.

#### ***Personal and social development***

60. The early-years team creates a happy, secure environment where children come to school keen and happy to learn. Personal and social development is strong and children were observed co-operating well with each other in the home corner and when using large outdoor equipment. Children share resources well and are willing to take turns. Snack time after play provides a good opportunity for children to extend their social skills. They sit sensibly in small groups talking quietly while they eat and drink. Most children readily discuss characters in stories, for example 'The Little Red Hen' and enjoy acting out chosen roles. They watch each other perform and show appreciation of individual performances by spontaneously applauding. Effective questioning encourages the less confident children to contribute and express their views. Good use of praise promotes good behaviour. The children consistently behave well in the classroom, during assemblies and as they move around the school. Children were observed working sensibly and independently using computers, sorting shapes and playing constructively with water.

#### ***Language and literacy***

61. Language and literacy skills are unsatisfactory although most children make good progress during lessons. Many pupils are shy but will talk quietly about their activities, such as using a computer program to match colour patterns or explaining which containers are designed to hold water and which are not. Children listen attentively to stories and explanations and most will listen to each other during discussions. Children know the letters of the alphabet and most write them correctly. They correctly identify pictures of objects beginning with given letters and explain the use of each. Most children accurately trace letters and correctly copy simple sentences. Opportunities for independent writing were not observed in lessons during the inspection. Scrutiny of earlier work indicates that some children's writing skills are underdeveloped, with some letters being reversed or formed incorrectly. Children handle books carefully and regularly take a book home from the book corner. They willingly share group books when looking for pictures they have been asked to find.

#### ***Mathematical knowledge***

62. Children are developing their mathematical knowledge through good teaching. They know and correctly count to 10 and are beginning to relate addition to combining two groups of objects. Many children correctly write numbers to 10. Children recognise 5p and 10p coins and can count out five coins. More able children can correctly add single digit numbers under five. They know the days of the week and order them correctly. Children recognise shapes such as circles and rectangles and use correctly such terms as larger, smaller, taller and shorter. They demonstrate understanding of these concepts by quickly placing similar shapes of different sizes in the correct order.

#### ***Understanding of the world***

63. Good teaching promotes good knowledge and understanding of the world. Children

develop a greater awareness of the needs of others and understand that in other parts of the world there are people who need our help. They give sensible examples of ways in which they can help at home and in school such as tidying their bedrooms, washing up and sharing resources in class. Children recognise people in their community who help them such as doctors, firemen, the police and the lollipop lady and children are reminded of the importance of these roles by the stimulating displays in the classroom. Children independently experiment with different sized containers, investigating which one they should use in order to empty the water tray efficiently. They recognise similar shapes and demonstrate a good sense of proportion when designing face masks and models of story characters such as ducks and hens. They make sensible choices when selecting materials such as tissue, card, felt, straws and paper and demonstrate good cutting and sticking skills when making and assembling collages and models. Children confidently use a mouse to create computer generated patterns and correctly use a keyboard to respond to a 'matching' program.

### ***Physical development***

64. Physical development is promoted well through activities inside and outside the classroom. During physical education sessions in the hall most children handle and use small apparatus confidently and safely. Teachers give clear instructions and demonstrate activities well, enabling children to practise balancing skills and develop them to a good standard. Children also display their ability to control rolling and jumping sequences well. They have access to a well-equipped and safe outdoor area that they use regularly. Under careful supervision, they develop their physical skills climbing over and through large shapes and riding bicycles and tricycles with trailers. A 'zebra crossing' in the play area enables them to develop a greater understanding of road safety. While moving around the area, children demonstrate an impressive awareness of and consideration for others.

### ***Creative development***

65. The creative development of children is good. Art areas have a wide selection of materials available for children to select and use. Children choose resources with care and justify their decisions giving reasons such as colour, feel, size and shape. They take pride in their work and quickly develop their drawing and painting skills. Children enjoy singing and perform to a good standard. Enthusiastic teaching encourages children to experiment with their own and school instruments and they develop a very good sense of rhythm and a notable awareness of dynamics and timbre.

66. The quality of teaching of children under five years old, in all aspects of their studies, is consistently good. The good quality of teaching contributes significantly to the overall good learning, and the progress achieved.

67. The well qualified and dedicated Early Years team have worked extremely hard to provide a very good range of learning opportunities for the children from which they benefit significantly. Children's progress is regularly assessed and careful teaching and planning ensures that all receive their entitlement. All staff are involved in planning and children are grouped within their classes so that they progress appropriately. Classrooms and resources are carefully organised in a way that encourages children's independence. Parental involvement in children's learning is actively encouraged with weekly plans on display, regular homework and provision of adult support sheets.

68. At the time of the last inspection, children joining the school had expected levels of ability, made satisfactory progress and most reached the desirable learning outcomes in all areas of their studies by the time they were five years old. Now, children join the school with below expected levels of ability overall, but well below average attainment in listening and speaking skills. They make good progress, and by the time they are five their personal and social development, their understanding of the world, and their creative and physical development are all in line with expectations, while their listening, speaking and mathematical skills remain below expectations. Given the levels of attainment with which children now join the school, good teaching has resulted in an overall improvement since the last inspection.

## **ENGLISH**

69. Standards of attainment in English at Key Stage 1 are below national expectations in the areas of speaking and listening, reading and especially writing. This judgement is confirmed by the evidence of the most recent national test results and teacher assessments, which show that the percentage of pupils attaining Level 2 or above was below the national average. Standards in writing are also below those of similar schools nationally, although standards in reading are in line with those of similar schools.

70. Standards of attainment in English at Key Stage 2 are also below national expectations in speaking and listening, reading and writing. This judgement is confirmed by the most recent national test results and teacher assessments, which show that the percentage of pupils attaining Level 4 or above was below the national average, although standards were in line with the average for similar schools nationally.

71. Pupils begin Key Stage 1 with standards in English below national expectations, and considerably below in speaking, listening and writing. In Years 1 and 2 pupils develop the ability to speak standard English, but many have a limited vocabulary and do not speak with confidence, nor do they listen well. When reading, many pupils have a limited range of strategies for coping with unfamiliar words. Pupils extend the range of their writing: for example, pupils produce booklets containing simple stories they have written, on themes like "Jungle Stories". They learn to write stories in a logical sequence, and they learn the difference between the present and the past tense, although they cannot reproduce this consistently in their writing. Pupils in a Year 2 lesson were observed doing a class exercise to predict the events that might happen in a story. Pupils also learn to do some factual instructional writing. However, many pupils, including those with special educational needs, make slow progress in learning how to form letters in a consistent and accurate manner. Whilst many show an understanding of the principles of basic punctuation such as the use of capital letters and full stops, they frequently do not apply this consistently in their own writing. Presentation skills are poor, and there are limited opportunities to draft or redraft work.

72. Pupils in Key Stage 2 develop their speaking and listening skills. Many listen appropriately in lessons, to each other as well as to the teacher. They also develop the facility to talk about the books they have read, and several have the confidence to express opinions in the classroom, as seen for example when Year 6 pupils discussed their feelings about Wordsworth's poetry. Although most pupils develop their reading skills, many read with limited fluency or expressiveness. Many develop their research skills well, using dictionaries and thesauruses effectively. Throughout Key Stage 2, pupils increase the range of their writing. They write play scripts, book reviews, descriptive pieces, creative stories and factual informational writing, such as creating "tennis club rules". They also take pleasure in producing substantial quantities of poetry, and this is sometimes effectively

integrated into the work of other subjects, as when pupils studying Tudor explorations wrote poems about imaginary sea monsters. Pupils learn to summarise stories like “Nicholas Nickleby” and write their own stories such as “Alien Encounters”, stories which show a lively imagination. Particularly effective were Year 6 “witches’ poems” inspired by Macbeth, and modern versions of Aesop’s fables. Pupils learn different ways of presenting a story as a film, a television serial or as a stage play. However, many pupils, including those in higher sets, continue to produce written work with frequent grammatical inaccuracies: work often contains confused verb tenses and grammatical inconsistency. Presentation remains poor and many pupils do not develop joined-up writing at an appropriate age. Therefore many pupils, including those with special educational needs, make unsatisfactory progress in developing their writing skills.

73. Overall, the quality of teaching in English is good at both key stages, with one in five lessons being very good or excellent. The good teaching is characterised by several features. Teachers create and maintain a purposeful working atmosphere by setting out their objectives clearly, so that pupils know precisely what is expected of them. Because teachers have high expectations of behaviour, so pupils give of their best, even when they find the work difficult. The lively approach of some teachers stimulates pupil interest and makes them keen to learn. Teachers use adult support effectively to support pupils during group work. Teachers frequently take the opportunity to emphasise key vocabulary, so developing pupils’ awareness of language, as when Year 6 pupils study romantic poetry. Teachers use effective strategies to increase younger pupils’ knowledge of different word sounds and appropriate word order through the use of word cards and the imaginative use of big books. Towards the end of most lessons teachers recap the progress made, so giving pupils a sense of achievement and enhancing their learning accordingly.

74. Where teaching is unsatisfactory, or aspects of teaching are less than satisfactory, the activities are not sufficiently challenging and the pace is too slow to enable particularly higher-attaining pupils to make sufficient progress in their learning. Teachers sometimes miss opportunities to reinforce or extend the range of pupils’ vocabulary. Often the marking of work is unhelpful: it does not consistently indicate to pupils what they need to do to improve their writing, nor are corrections always followed up.

75. Although the literacy strategy has been introduced effectively in English lessons, there is no coherent policy of extending literacy across the curriculum, and poor communication skills, both written and verbal, retard the progress of some pupils in other subjects. There is a lack of extended writing in some subjects, for example Key Stage 2 geography. However, literacy skills are sometimes addressed effectively, as when pupils in history learn subject-specific vocabulary.

76. The management of English is good. The English co-ordinators have worked hard to implement improvements in literacy, and there has been a comprehensive programme of monitoring and support for teachers in English. Assessment information is being used increasingly to set targets for pupils, so as to raise their attainment. Activities such as world book day and visits to the school by poets and a community theatre have helped to broaden the English curriculum. The library is not extensive but is a valuable resource, and pupils do learn research skills, and also use information technology, mostly to word process their work.

77. The last inspection report noted that standards in English were rising, with a good level of basic skills. There were good standards in listening and speaking, and writing skills at Key Stage 1 were in line with national expectations, with a good standard of handwriting; whilst there was a good standard of spelling and presentation at Key Stage 2. Current levels of attainment show that standards in English have fallen since the last inspection, although the introduction of the literacy hour has begun to focus attention on improving them, particularly in writing.

## **MATHEMATICS**

78. In the 1999 national mathematics tests at the end of Key Stage 1 standards achieved were below national averages. The trend over time until 1999 was one of significant improvement and results were close to the national average in 1998 but fell slightly in 1999. The number of Key Stage 1 pupils who achieved level 2 in 1999 was above the national average but those achieving Level 2C, which indicates that they are unlikely to achieve Level 4 at Key Stage 2, was double the national average. The number of pupils achieving Level 3 was well below the national average. In Key Stage 2 the results show that the number of pupils achieving level 4 was close to national averages while the number gaining Level 5 was below the national figures. While overall standards are in line with those achieved by similar schools, inspection evidence indicates levels of attainment at both key stages which are below the national average.

79. At the end of Key Stage 1 higher attaining pupils are working well with calculations which involve money. They are using a sound range of strategies to subtract from numbers up to 100. They are able to use simple fractions and are using standard units when measuring mass. Lower attaining pupils at the end of this key stage find difficulty in the concept of more or less when looking at numbers up to 100. They are using sound strategies to add and subtract numbers with two digits but have some difficulty in describing calculations in words. They are not secure working with terms such as tens and units. They use a motorised robot successfully to learn to negotiate turns and to estimate distance.

80. At the end of Key Stage 2 pupils are developing their own strategies when presented with mental mathematics problems. The higher attainers are adding and subtracting 3 digit numbers. They can handle data for example when they group data relating to the lengths swum in a swimathon. They are working with simple decimals and also negative numbers. They can name simple 2-D and 3-D shapes correctly and are successfully tackling simple problems of area. Lower attainers are successfully drawing rectangles on a computer screen using a software program. They tackle problems derived from descriptions of real-life situations with varying levels of success and are learning how to calculate area of compound shapes.

81. The school has successfully introduced the National Numeracy Strategy throughout the school and this has had a positive impact on pupils' learning. The school uses sound assessment procedures to place pupils in sets which are made up of pupils of similar attainment. This allows teachers to set the content and pace of work more accurately than would be possible with a broader ability range. The school has concentrated its teaching of numeracy in lively and stimulating daily morning sessions that last approximately an hour. As recommended by the strategy these lessons follow a simple pattern. The lesson begins with the teacher leading the class through a series of problems that extend and reinforce their mental facility with number. These exercises are well handled and the pupils enjoy the opportunity to work in this way. Pupils are encouraged to explain the processes that go on in their minds when they consider problems in mental mathematics and this makes a positive contribution to literacy as well as to numeracy. It also encourages pupils to take

more responsibility for their learning. In the middle session the class then works in groups which are given tasks that suit their ability. This contributes to good learning by providing levels of challenge which are suitable for the pupils in the group. The lesson is completed with a session in which the whole class considers and shares what has been achieved over the lesson. The school has not yet developed a cross-curricular numeracy strategy and consequently teachers miss a number of opportunities to reinforce what is gained in numeracy lessons in the other subjects in the curriculum.

82. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers and pupils develop relationships that successfully promote good learning. Teachers know their groups well and draw on a thorough knowledge of the National Numeracy Strategy to offer a variety of tasks that are well suited to pupils' ability. They use a good variety of techniques to make mathematics interesting and stimulating such as number fans, though on occasion they allow pupils to waste time on unsuitable tasks such as drawing around shapes to reinforce tens and units work. The good pace of most lessons means that pupils and teachers make the most of the time they have. Teachers use day-to-day assessment well to inform their planning and revisit topics that they feel need revision. They make sure that pupils understand what they have to do in clear introductions and informed feedback. Teachers often make good use of question and answer to enthuse, inform and motivate pupils. The support of individual pupils including those with special educational needs when they work in groups or individually is good. Despite the constraints of the numeracy planning, teaching is flexible. Teachers respond well to pupils' difficulties and adapt work to ensure learning is maintained and good progress made. This was the case, for example, in a Year 5 lesson when pupils used a software package to create simple geometric shapes. Teachers and classroom assistants work well to plan for and support pupils with special educational needs. Classroom assistants know what they have to do and show good levels of expertise in supporting pupils' learning.

83. The management of mathematics is good. The introduction of the Numeracy Strategy has entailed a great deal of planning and training and this has been very effective in achieving its aim of preparing teachers to deliver mathematics in the prescribed way. The continuing monitoring of teachers is successful in identifying strengths and weaknesses and in informing teachers of ways to improve their performance.

## **SCIENCE**

84. Attainment in science is satisfactory at the end of both key stages. This is similar to the findings of the last inspection. In 1999, the attainment at the end of Key Stage 1, based on teacher assessment, was below national averages. However, the inspection evidence, based on the current pupils in Year 2, shows that pupils are now achieving standards in science that are broadly in line with national averages. The results of the 1999 national tests at the end of Key Stage 2 showed that the number of pupils reaching level 4 or above was below national averages although the number attaining level 5 was broadly in line. At the end of Key Stage 2 pupils attain standards similar to those achieved by schools with pupils from similar backgrounds.

85. At the end of Key Stage 1 pupils can use scientific vocabulary with increasing confidence and understanding. They know, and can identify, a range of sound and light sources. Pupils understand pushing and pulling forces and can record their observations in a table as seen in a Year 2 class deciding which force would move a particular object such as a bicycle, a pram or a tug-of-war rope. They can predict possible outcomes prior to conducting an experiment such as which solids will dissolve in water or whether an electrical circuit will work. By the end of Key Stage 2 pupils have a good understanding of



the importance of fairness in their investigations. This was observed in a Year 6 class where pupils were successfully conducting a series of tests on various pieces of equipment to establish how the pitch of the sound produced was influenced by a range of factors. They clearly understood that only one factor could be variable and that the others should remain constant if the test was to be fair. Pupils use correct vocabulary and have a good command of the language necessary to explain scientific phenomena such as soluble, gravity, translucent and condensation.

86. The quality of teaching is good overall, with four out of every ten lessons being very good. Too few lessons were seen in each key stage to make judgements about the quality of teaching in the individual key stages. Teachers have a good subject knowledge that enables them to make pertinent teaching points and make the subject interesting to their pupils. This was well demonstrated in a Year 5 lesson on sound showing how pitch can be varied by the tension, length and thickness of strings on a musical instrument. The teacher showed pupils the differences using a guitar and a violin which fascinated them and made the concept easier to understand. Good planning is a strong feature of most lessons with clearly defined objectives shared with pupils to help them focus on the main areas of learning. Teachers question their pupils carefully to assess understanding and ensure that pupils know exactly what to do and what is expected of them during their investigative work. Pupils respond well to this approach and often make valuable contributions to class discussions. Teachers have good relationships with their pupils and this helps them create a secure and purposeful working environment. The relationships in a Year 1 class observed were very good and there was a buzz of excitement, well managed by the teacher, when pupils were identifying sources of sound from a tape recording of interesting sounds from the world around them. They were all fully involved throughout the lesson, eager to succeed and very proud of their efforts. Teachers manage their pupils well and this ensures that all pupils work diligently whether experimenting independently or in pairs or small groups. Teachers mark pupils work regularly but it mainly consists of ticks or crosses. It is rarely used to explain to pupils how to improve their work or to set targets for them to aim for in the future.

87. The co-ordinators have worked hard to put in place good quality assessment procedures that are used effectively by teachers in planning the curriculum. As well as the statutory tests and assessments, pupils are regularly assessed when they complete units of work. Results of tests are analysed to identify areas of the curriculum that require further input as well as for setting targets for groups and individual pupils. Such assessments have a positive impact on the quality of learning and help pupils, including those with special educational needs, make good and appropriate progress as they move through the school. They reflect the commitment of the co-ordinators and the school to raising standards as high as possible. The co-ordinators monitor planning to ensure that all aspects of the curriculum are covered over time and have recently started to look at pupils' books to assess how well pupils are learning. The science co-ordinators do not have the opportunity to monitor the teaching of the subject to identify strengths and areas in need of further development.

## **ART**

88. Standards of attainment in art are above the expectations at both Key Stages 1 and 2. Pupils' knowledge and understanding of a range of visual elements are good, as is their ability to experiment in a range of artistic styles and materials.

89. Pupils in Key Stage 1 learn to paint in different shades of colour, and show a growing understanding of the potential of primary and secondary colours, particularly when

mixed. Pupils look at how well-known artists like Rousseau and van Gogh have used colour, and then experiment with mixing colours and trying different textures of paint. They also learn to weave using a range of materials such as paper, card and wool.

90. Pupils at Key Stage 2 continue to extend their artistic vocabulary and their range of skills. In Year 4 they make patterns with sketching pencils and study the life and significance of Paul Cezanne. In Year 5 they extend and refine their weaving skills. They learn to produce “warm” and “cold” colours to better effect. In Year 6 they learn to appreciate the techniques which artists use to create perspective and then experiment themselves. Pupils with special educational needs make good progress in practical skills at both Key Stages 1 and 2.

91. The quality of teaching in art is good at both key stages. Where teaching is good teachers set clear objectives that are conveyed to pupils, assisting their understanding. Teachers question pupils, for example about weaving techniques, in order to reinforce their understanding. Teachers have good relationships with pupils, who are motivated to concentrate well and try hard. Teachers have good subject knowledge, for example teaching pupils to make good brush strokes, informing them about perspective and helping them to distinguish the qualities of plain, sateen and twill. This knowledge improves pupils’ understanding. Teachers also encourage pupils to show independence in making choices about their designs. The only unsatisfactory aspect of teaching observed was an isolated example of poor discipline that restricted the pace of pupils’ learning.

92. The art co-ordinator provides enthusiastic leadership in developing the subject, which has a good policy and scheme of work. However, there are insufficient opportunities to monitor teaching in the subject.

93. Standards of attainment in art have risen considerably since the last inspection.

## **DESIGN AND TECHNOLOGY**

94. Standards in design technology in both key stages are in line with expectations. This is a significant improvement compared to levels of attainment at the time of the last inspection. At that time pupils’ standards were judged to have been below levels expected for their ages in both key stages.

95. In Key Stage 1 pupils successfully develop their designing and making skills as they work on pop-up cards. They disassemble existing products to find out how they work and use this information to suggest how they might make their own cards. They make satisfactory drawings of their ideas and successfully describe in simple terms what they intend to do. In this key stage they learn the process of weaving using paper and fabric. They also successfully develop their understanding of pneumatics when they make an animal head with a jaw operated by a simple system of tubes and syringes. Through these projects pupils develop satisfactory making skills. They assemble and join materials and use simple tools safely when they make working musical instruments.

96. Pupils in Key Stage 2 develop simple pneumatic systems and produce good technical drawings. They successfully evaluate their work. In a project to design and make templates for the replication of logos, they learn about industrial processes. This project benefits from links with an aerospace firm that sends representatives to work with pupils. Pupils research their projects in order to find out information to use in their designs. However the research is often too general and produces information that is not always of direct relevance to the design process. In this key stage pupils successfully produce step

by step plans and also list the ingredients or components of their products. They work with satisfactory accuracy and attention to finish.

97. The quality of teaching is satisfactory at Key Stage 2. Insufficient lessons were observed to make a judgement about the quality of teaching at Key Stage 1. However, scrutiny of pupils' work indicated that here too, it is satisfactory. Teachers have adequate knowledge of the subject and planning is sound and ensures the delivery of the National Curriculum programmes of study. Teachers have developed sound relationships with their pupils who act sensibly in the sometimes very busy practical lessons. Teachers are well prepared for the activities they plan and this allows pupils the maximum time to make progress in lessons. They often use language well in introductory question and answer sessions to ensure that all pupils know what they have to do. Once the lesson has begun they work around pupils giving effective support. Some teachers make the most of opportunities to display artefacts such as when model fairground rides are used to give pupils ideas for their models. Teachers do the work themselves, leading by example. Pupils enjoy the practical nature of the tasks and take pride in talking about their work to visitors. They take advice well and work hard to produce work of good quality.

98. There is good leadership in this subject area and the co-ordinator has worked hard to facilitate significant improvement in standards in the subject. This has been successfully carried out despite the lack of opportunity for classroom observation of other teachers.

## **GEOGRAPHY**

99. Standards of attainment in geography are in line with the expectations at Key Stage 1, and below expectations at Key Stage 2.

100. Pupils develop a range of geographical knowledge and understanding at Key Stage 1. Pupils in Years 1 and 2 learn about the physical features of the school and its immediate environment: for example, they plot a route from home to school, noting the geographical features found on the way and thereby developing a basic geographical vocabulary. Pupils study the village of Skidby in order to contrast its geographical features with that of the urban settlement of Hull.

101. Pupils in Key Stage 2 work on the water cycle. They learn about the stages by which rivers reach the sea and water reaches the home. In Years 3 and 4 pupils increase their geographical vocabulary and learn to distinguish the characteristics of different settlements, from hamlets through to villages and cities. They carry out a comparative study of Bridlington and Hull. Pupils also learn map symbols and how to use co-ordinates. In Years 5 and 6 pupils study the effects of erosion and learn to use terms such as "tributary". They also learn about the impact of climatic change in different parts of the world. However, many pupils have a limited understanding of the characteristics of different regions of the world. There is relatively little extended writing in geography in Key Stage 2, and poor literacy skills restrict the communication of knowledge. Although pupils with special educational needs make satisfactory progress in their learning at Key Stage 1, they make unsatisfactory progress at Key Stage 2. Higher-attaining pupils in Key Stage 2 do not receive appropriately challenging work, and therefore do not attain appropriate levels of knowledge and understanding.

102. No lessons were observed in Key Stage 1 during the inspection. However, at Key Stage 2 the quality of teaching is satisfactory overall. Where the teaching is good, teachers use resources effectively to stimulate pupils' interest and understanding, as for example in Years 3 and 4 when video material is used constructively to teach about the essential

characteristics of settlements. Objectives are described clearly, so that pupils have a good awareness of what they should achieve. Where teaching is unsatisfactory or poor, the teacher does not manage pupils effectively so that some pupils become disengaged from the lesson, there is disruptive behaviour, and learning by the majority is restricted. Also there are sometimes low expectations of what pupils can achieve, and low-level tasks on some worksheets do not allow potentially higher-attaining pupils to extend their knowledge and understanding to an appropriate level.

103. The geography co-ordinator is enthusiastic to develop the subject further. She has undertaken appropriate professional development and has produced a good scheme of work. Assessment is also being developed, along with an exemplar portfolio of work to illustrate standards, although some of the assessments are overgenerous. The planning of the geography curriculum for mixed-age classes at Key Stage 2 does not allow for sufficient progression in the necessary depth of knowledge and range of appropriate skills. The co-ordinator does not have sufficient opportunities to monitor teaching throughout the school.

104. Although the planning of the geography curriculum is now more developed than it was at the time of the last inspection, standards in geography at Key Stage 2 have declined.

## **HISTORY**

105. At the end of Key Stage 1, standards in history are in line with expectations. However, by the end of Key Stage 2, pupils attain below expectations.

106. By the end of Key Stage 1, pupils know the specialist terms associated with castles, they recognise that there were reasons why castles were built and that kings and princes were responsible for these buildings. Using artefacts and texts pupils broaden their knowledge of life in a castle. Through their role-play, pupils experience the difference in social roles within the castle. More able pupils are encouraged to use textbooks to further their knowledge. They also study domestic life in the past and handle artefacts from kitchens of the past.

107. By the end of Key Stage 2 pupils can give some reasons why Spain launched the Armada and highlight some of the results of that action. They can recount the main events associated with the Armada and understand how different sides would have had different views as to the success of the Spanish venture. In Year 3 and 4 pupils identify the reasons of the Roman invasion of Britain and understand how our knowledge of the past is built up through archaeological evidence. They begin to use a timeline to set events into a sequence. In Years 5 and 6 pupils identify reasons for the voyages of discovery in Tudor times and understand how the changes in religion during the period resulted in rivalry between England and Spain. The attitudes of pupils to their work in both key stages are good.

108. Whilst standards for attainment in Key Stage 1 have been maintained since the last inspection those in Key Stage 2 have fallen.

109. Insufficient lessons were observed to make a judgement on the quality of teaching at Key Stage 1. The quality of observed teaching at Key Stage 2 was satisfactory, although there are some weaknesses. The pace of lessons is often slow and pupils are not given enough resources to stimulate their learning. Planning does not provide continuity of work or for learning new and more complicated subject matter, as there is little difference in the work undertaken by different year groups. Although there are some opportunities for pupils to extend their writing these are limited and there is an over reliance on short answers on worksheets. Marking of pupils' work is inconsistent and does not give sufficient information to pupils to improve their work. In Key Stage 2 assessments are made of pupils' work but these are not used effectively to provide further challenges in pupils' learning. The management of pupils and relationships between teachers and pupils are good. Effective use is made of visits to places of historical interest.

110. The management of history by the subject co-ordinator is unsatisfactory. The co-ordinator monitors planning and resources, although this is insufficient to support effective teaching in Key Stage 2. There is no time for the monitoring of classroom teaching. Topics are taught in a two-year cycle, with similar worksheets and activities for both year groups. Although this ensures that pupils broaden their knowledge it does not ensure that the use of chronology, the use and interpretation of evidence and the collection and use of information are effectively developed. Pupils do have opportunities for extending their writing, and there is some good historical research in Year 4 in literacy hour. However, opportunities are insufficiently planned and this does not help to raise the standards of pupils writing. There are sufficient artefacts, which are used by pupils in Key Stage 1 and the Years 3 and 4, and the school supplements its resources with books from the school library service. However, the range of texts available, especially in Year 6, is limited, as is the use of information available through information technology.

## **INFORMATION TECHNOLOGY**

111. Attainment in information and communications technology is in line with expectations at the end of both key stages. This is a very good improvement since the last inspection when standards were judged to be below national standards at the end of Key Stage 2 and equipment was reported to be underused. One of the main factors in the improvement in provision and in standards has been the establishment of the computer suite that enables pupils to have regular access to modern computers and attractive educational software.

112. Pupils have made good progress since the suite opened and there is good capacity to raise standards in the subject even higher as pupils build on the knowledge and skills they are acquiring on a weekly basis. As soon as children enter the reception classes they are introduced to information technology and use the computers confidently and with great enjoyment. At the end of Key Stage 1 pupils program a robotic toy to follow commands and create pictograms and bar chart using data they have collected. They use a computer for word processing and have a developing knowledge of the keyboard. Pupils use the computer to create their own pictures by choosing shapes, which they successfully drag to a chosen position using the mouse, and then add lines and fill the shapes.

113. Pupils at the end of Key Stage 2 have well developed word processing skills and understand many of the keyboard and toolbar functions, although their limited typing skills often slow down the rate at which they are able to input text. This makes them frustrated as it limits their output in the time allotted to a particular task. Pupils have a good knowledge of the uses and implications of information and communications technology in the world around them and confidently use CD ROM's and the Internet to assist in their research

work in other National Curriculum subjects such as science and history. One very recent development in the school is video conferencing, which was initiated by the design and technology co-ordinator, and which enables pupils to communicate to other people around the world. During the inspection the link was made for the first time and two Year 6 pupils were able to receive instructions from a teacher in the local design centre concerning their work in design and technology producing their own logos. The pupils were very excited at being chosen to be the first pupils to make the link.

114. Overall, the quality of teaching is good at both key stages. Teachers have good subject knowledge and this is used effectively to help pupils use the equipment confidently. This was apparent in a Year 1 lesson where pupils were designing their own coat of arms and the clear instructions from the teacher enabled them to start work without delay and rapidly learn a range of new skills in creating graphics. Lessons are well planned and very often appropriately linked to work in numeracy and literacy. For example, a Year 6 literacy set were word processing on the computers to write letters to the headteacher in response to a fictitious letter from him saying that playtimes were to be discontinued. They learned how to use various functions such as tabs, highlighting text for editing and checking their spelling and made good progress both in literacy and information technology skills. Teachers use the resources well with all Key Stage 2 classes timetabled for regular access to the computer suite. However, not all classes in Key Stage 1 use the computer suite regularly and this lessens its impact on learning for these pupils. The non-teaching assistant has excellent knowledge and understanding of the subject and is used most effectively by teachers to help plan, prepare and organise lessons. This has a positive impact on learning and enables pupils of all abilities to make good progress. Teachers are enthusiastic and this is transmitted to pupils who want to learn more and thoroughly enjoy all the opportunities presented to them. There is a constant buzz of excitement and interest as they work and they concentrate well as was seen in a Year 4 class using a CD-ROM to find out about a Roman town before creating a mosaic.

115. The co-ordinator has worked hard to improve the provision and has many interesting and realistic plans for future development of the subject. He is very aware that some aspects of the provision still need improvement such as upgrading the server in the suite to improve efficiency and having a colour printer installed so that pupils' work can be more attractively and accurately reproduced. With the staff, he has produced a useful portfolio of graded work that shows accurate National Curriculum levels. The technology club uses the suite to teach pupils to write programs to control models they have designed and made, such as fairground carousels. This greatly enhances the curricular provision for both design and technology and information technology. The school is fully committed to raising standards even higher and the provision meets statutory requirements.

## **MUSIC**

116. Overall standards in music are good. The standard of singing is a strength of the school. This is an improvement since the last inspection.

117. Pupils in both key stages sing with confidence and sensitivity. They learn new lyrics quickly and have a good sense of rhythm. Pupils' diction is good when singing in lessons and assemblies. Key Stage 2 pupils who play recorders and keyboards read music well and enjoy public performances such as the Christmas and Easter concerts. Key Stage 1 pupils demonstrate a good sense of timing when playing their own home-made or school instruments. Pupils in Key Stage 1 and Key Stage 2 make appropriate choices when selecting percussion instruments. They work co-operatively in groups to compose pieces to accompany character parts and lyrics within pieces such as 'Peter and the Wolf' and 'Right

Said Fred'. Pupils throughout the school demonstrate good listening skills, learning new melodies quickly and accurately. Most pupils, including those with special educational needs, make good progress within lessons and the quality of performances improve as pupils move up through the school. Pupils approach lessons with enthusiasm, listening carefully and learning quickly.

118. The quality of teaching is very good at both key stages with two excellent lessons being observed in Key Stage 2 during the inspection. Teachers plan lessons well and provide the pupils with varied opportunities that enable them to develop their listening and performing skills. They ensure all pupils are fully involved in activities and make good use of their own musical talents to broaden pupils' experiences both in lessons and clubs. Teachers encourage pupils to extend their musical knowledge and skills by asking them to make their own instruments and to practise playing tuned instruments at home.

119. A new more appropriate scheme of work is being introduced and the recently appointed co-ordinators have worked hard to provide support for teachers, all of whom are determined to raise standards further. A new form of half-termly assessment is also being introduced. The school makes full use of its local education authority's peripatetic teachers providing string and brass tuition. One of the co-ordinators also plans to introduce wind instrument tuition herself. The school makes very good use of its music room and has a good selection of untuned instruments. However pupils would benefit from having a greater number of tuned instruments than they currently have access to. Both teachers and pupils benefit very significantly from the expert contribution to music made by the non-teaching assistant.

## **PHYSICAL EDUCATION**

120. At both key stages, attainment in physical education is line with expectations. No swimming was observed during the inspection, but teachers records indicate that in Year 4 a satisfactory number of pupils are able to swim distances of 25 metres or more.

121. Pupils in Key Stage 1 were observed in dance and games lessons. They move with control and are careful not to bump into others. They improve their performance as they work as a whole class linking hands and dancing and skipping in a circle, rotating first one way and then another. They competently co-ordinate their movements with the music. They clap in time to get used to recognising rhythms. They discuss what they are doing and are able to offer simple observations on what they have achieved. In dance they sometimes have difficulty with moving to instructions because they confuse left and right. In games, their hand and eye co-ordination are satisfactory when they catch objects or use hockey sticks to play simple ball games. They successfully replicate their actions as they demonstrate what they have achieved to others.

122. At the end of Key Stage 2 pupils move around the hall with satisfactory control when they develop sequences of movements using mats. They roll, twist and perform star jumps successfully. They begin to refine their sequences and add touches such as final balance. They offer evaluations of their sequences, though in the lessons observed teachers did not offer sufficient time for this to be a strong feature of the pupils' work. In dance lessons in Key Stage 2 some boys do not get fully involved in the movements teachers ask them to perform and their attainment is less than satisfactory. This is due to teachers choosing music that does not sufficiently interest or inspire these pupils. Despite some inattention and inappropriate behaviour pupils work safely in pairs. Most pupils respond with satisfactory imagination and creativity to the challenges offered them. They are keen to keep moving in lessons and are happy to sustain their activities over the time of

the lessons. Pupils with special educational needs make satisfactory progress in their learning in physical education lessons. Standards of attainment in physical education are in line with those judged in the last report. Extracurricular sport provision makes a valuable contribution to the school's curriculum.

123. The quality of teaching of physical education at both key stages is satisfactory. Planning is detailed and appropriate and makes effective use of the short time allowed for lessons. Teachers prepare pupils for sustained physical activity appropriately by taking them through warm-up routines. They do not always find the time for cooling down that can be used to calm pupils down and to help them reflect on what they have experienced. Teachers have due regard for the health and safety of their pupils as they engage in physical exercise. They are quick to act on the rare occasion that pupils misbehave. Pupils are motivated by the high expectations of teachers and maintain their concentration over long periods of time. The activities they engage in are mostly stimulating and interest and challenge pupils. Teachers prepare support staff well for lessons and they, in turn, work well to ensure that pupils with special educational needs have full and appropriate learning experiences. On occasion the learning in some lessons is adversely affected by the teacher feeling the need to spend too much time explaining to pupils what they have to do, particularly when a simple demonstration by the teacher himself or herself would do the job much better. Generally teachers present pupils with experiences that are enjoyed and with challenges that the pupils respond to with enthusiasm.

124. The physical education co-ordinator has been in post for a short period of time but has brought to it energy and enthusiasm. There are limited opportunities for the monitoring and support of colleagues and this adversely affects the introduction of new ideas to lessons. The relatively short length of lessons restricts some activities.

## **RELIGIOUS EDUCATION**

125. The school follows the locally agreed syllabus for religious education. Pupils meet its expectations by the end of both key stages and the good standards of attainment observed are in line with the findings at the time of the previous inspection.

126. Pupils throughout the school demonstrate a clear understanding of right and wrong and appreciate the importance of taking responsibility for their own actions. They demonstrate sympathy and respect for the feelings and beliefs of others. Pupils in Key Stage 1 have a good knowledge and understanding of the life of Jesus. They know that his parables contain messages that show us how to lead our lives and that he performed miracles in order to help people. Key Stage 2 pupils know the stories of Christmas and Easter and understand their significance in modern times. They also learn about Judaism. They know the story of Abraham and recognise the Hebrew alphabet. Pupils know that the holy book of the Muslim faith is the Qur'an and that Ramadan is a time of fasting and prayer. They understand that all faiths provide a structure for human relationships. Pupils thoughtfully discuss ways in which people should treat each other. They recognise the importance of listening to, caring for and helping others and of being willing to forgive. Pupils in both key stages listen carefully to stories and willingly voice their ideas and express opinions.



127. Too few lessons were observed to make a judgement on the quality of teaching of religious education at Key Stage 1. The quality of teaching at Key Stage 2 is consistently good. Teachers' good subject knowledge and commitment to teaching the subject have a strong influence on pupils' interest and progress. They approach issues with sensitivity and plan activities that stimulate pupils' interest and enable them to develop their ideas. Pupils are encouraged to explore their own experiences and discuss how they would deal with particular situations, for example if they see others being treated badly or in need. Knowledge from previous lessons is consolidated well and pupils make good progress developing concepts such as forgiveness and repentance. Pupils with special educational needs are well supported and encouraged to participate fully in both class and group discussions.

128. Provision is enhanced not only through assemblies, but also by visits to the local church and synagogue, and the contributions made by visiting speakers. Leadership of the subject is good. Teachers have a shared commitment to improve standards and to ensure that the school's aims and values are emphasised and reinforced through the learning in the subject. Planning and teaching are monitored and there is a good and appropriate policy and scheme of work. Religious education in the school is well resourced with books, artefacts and videos being readily available.