

INSPECTION REPORT

St Nicholas' Primary School

Hull

LEA area: City and County of Kingston upon Hull

Unique Reference Number: 118050

Inspection Number: 183809

Head teacher: Miss B Turner

Reporting inspector: Mrs J Bell
2456

Dates of inspection: 8 – 11 November 1999

Under OFSTED contract number: 707462

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cottingham Road Hull East Yorkshire HU6 7RH
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C C W Towne
Date of previous inspection:	October 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
J Bell	Mathematics	Characteristics of the school
	History	Attainment and progress
	Music	Teaching
	Physical education	Leadership and management
	Areas of learning for children under five	The efficiency of the school
	Equal opportunities	
R Hartley		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
D Hardman	English	Attitudes, behaviour and personal development
	Design and technology	The curriculum and assessment
	Information technology	Staffing, accommodation and learning resources
	Special educational needs	
J Haves	Science	Pupils' spiritual, moral, social and cultural development
	Art	
	Geography	
	Religious education	

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MAIN FINDINGS

What the school does well

- The ethos of the school is very good, staff provide a high level of care and support that effectively raises pupils' self-esteem and promotes good progress.
- The substantial amount of good and very good teaching in under fives and at Key Stage 2 promotes pupils' learning. The use of specialist teaching for some lessons in Key Stage 2 makes the best use of staff expertise.
- The provision for children under five is good and they make a good start to their education.
- Relationships between pupils, and between staff and pupils, are very good.
- Pupils' attitudes to learning are good and children under five in the reception class are eager to learn.
- The pupils with special educational needs are well supported in class by trained classroom assistants; the good teamwork between support staff and class teachers contributes well to the pupils' good progress.
- The integration of pupils from residential care is well managed and promotes caring attitudes in others.
- Pupils' cultural development is very good; there is good provision for moral and social development.
- There are very good links with the community; they help to enrich pupils' learning and support the curriculum.
- The curriculum includes a stimulating range of activities and is enhanced by a very good range of out-of-school visits and extra-curricular activities.
- The head teacher and governors provides effective leadership and are well supported by the staff.

Where the school has weaknesses

- I. Standards in writing are unsatisfactory at Key Stage 1; pupils do not have sufficient opportunities to develop their writing skills in other subjects.
- II. Throughout both key stages the teaching of handwriting and spelling is not sufficiently rigorous.
- III. Progress in mathematics is slow throughout Key Stage 1 and standards are below what is expected for pupils aged seven.
- IV. Computers are not consistently used to support pupils' learning in other subjects. They have few opportunities to use computers to control and monitor experiments or set up simulations to test their ideas in subjects such as English, science, geography and history.
- V. Standards in religious education at Key Stage 2 do not meet those identified in the Agreed Syllabus. Work has insufficient depth and pupils lack sufficient understanding of major world faiths.
- VI. The monitoring of the work of the school does not yet have sufficient impact on the effectiveness of teaching and learning at Key Stage 1.

This is a good school with more strengths than weaknesses. The governors' action plan will identify how the weaknesses identified during the inspection are to be tackled. This action plan will be sent to the parents and guardians of all pupils in the school.

How the school has improved since the last inspection

Since the last inspection in 1994 the school has made good progress against the issues identified. The planning of the curriculum has improved. Staff have worked hard to refine and improve assessment procedures; they use the information gained from the day-to-day assessments of pupils' progress to plan work that builds upon what pupils already know. The role of the subject co-ordinators has been developed and enables them to give a lead in the effective management of their curriculum areas. They have begun to monitor their specialist areas by scrutinising other teachers' planning and pupils' work. However this process does not yet have sufficient impact on the effectiveness of teaching and learning at Key Stage 1. The role of the senior management team has been developed to enable the deputy head teacher to take an active role in management and in monitoring standards. However, there are still opportunities for further development. The quality of teaching has substantially improved, particularly the proportion of good and very good teaching. The school has maintained its very good ethos and it is well placed to continue its planned improvements.

Standards in subjects

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

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

This information shows that standards in the 1999 national tests in English were below the national average and below the average attained in schools with a similar percentage of pupils eligible for free school meals. Standards in mathematics were above the national average and above that attained in similar schools. Pupils' standards in science were in line with both the national average and that of similar schools. The comparison with similar schools is made on the proportion of pupils eligible for free school meals. The school indicates that data could be inaccurate due to the admission of pupils in residential care who may be eligible for free meals but do not count in the school's figures.

Inspection findings show that attainment in current work in English and science is in line with what is expected of pupils in their final year in primary school. Pupils attain above expectations for their age in mathematics. Pupils' progress is sound in English and science and is good in mathematics. Standards in English show improvement on the test results and reflect the differences in the cohorts of pupils. The school also has above average numbers of pupils with special educational needs and a significant number of those taking the tests lacked sound reading and writing skills.

At the end of Key Stage 1, standards in the 1999 national tests in reading and mathematics were below the national average and in writing were well below average for pupils aged seven. Teachers' assessments in science were close to the national average. In comparison with similar schools, standards in reading and writing were well below the average attained and were below this in mathematics. In science levels were close to those attained in similar schools. In current work, pupils' attainment in English and mathematics is below the levels expected for their age and match expectations for their age in science.

Throughout Key Stage 1, pupils make sound progress in religious education and their attainment meets the requirements of the Locally Agreed Syllabus for pupils aged seven. Progress in Key Stage 2 is unsatisfactory. Work lacks depth and by the age of eleven, pupils' attainment is below requirements for their age, they have a limited understanding of the world faiths studied. With the exception of word processing, pupils' progress in information technology is unsatisfactory and attainment is below the level expected for their age at the end of each key stage. Pupils do not consistently use computers to support their learning in other areas of the curriculum. Opportunities to use computers to control and monitor experiments or to create models and simulations to support investigations are limited. Pupils make good progress in music and physical education and this reflects the effective use of the specialist skills of the subject co-ordinators to teach other classes for these subjects. The pupils with special educational needs make good progress against the realistic targets set for them. Children under five make good progress in their personal and social development and within all the areas of learning.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Mainly satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Mainly satisfactory
Other subjects	Good	Satisfactory	Mainly good

Teaching was at least sound in 98 per cent of lessons and was good in over half, with very good teaching in 17 per cent of all lessons. The good and very good teaching is mainly with children under five and at Key Stage 2. The substantial amount of good teaching is a strength of the school; it effectively enhances pupils' progress and promotes high standards of work and behaviour. The very good teaching ensures that expectations of pupils are high and pupils are encouraged to think about the quality of their work. In the best lessons, tasks are well matched to what pupils already know. The effective use of the specialist skills of subject co-ordinators has a very positive impact in Key Stage 2, particularly in music, physical education, design and technology and science.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good: pupils mainly behave well in lessons and around the school.
Attendance	Satisfactory: in line with the national average.
Ethos*	Very good: pupils have good attitudes to their learning and staff and governors are committed to high standards. Relationships are good.
Leadership and management	Good: the head teacher and governors provide a clear educational direction but the monitoring of the work of the school does not yet focus on the impact of teaching and learning and their impact on pupils' progress.
Curriculum	Good overall: the good range of visits and extra-curricular activities enhance pupils' learning. However, statutory requirements are not met for some aspects of information technology and the curriculum in religious education at Key Stage 2 is unsatisfactory.
Children with special educational needs	Provision is good; the effective work of teachers and classroom support assistants enables these pupils to make good progress.
Spiritual, moral, social & cultural development	Good overall: provision for spiritual development is sound and for moral, social and cultural development is good.
Staffing, resources and accommodation	Good: the school is well resourced, the accommodation and school grounds are used well. The good range of out of school visits support learning. Staffing is good.
Value for money	The school provides good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VII. Children like school.	XIV. The recent measures to discourage lateness
VIII. Children are encouraged to be involved in	

<p>a wide range of activities beyond their lessons.</p> <p>IX. The attitudes and values of the school have a positive effect on the children.</p> <p>X. The staff are approachable.</p> <p>XI. There is good support to children with special educational needs.</p> <p>XII. The inclusion of children in residential care reinforced the caring attitudes between pupils.</p> <p>XIII. Standards of work and behaviour are good.</p>	<p>XV. They would like more written information</p>
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The findings of the inspection confirm all the positive points made by parents. In relation to their concerns, the school is making good attempts to give parents a clearer picture about what is taught through curriculum meetings and newsletters. The measures to improve lateness are being trialled and the school has suitable plans to review their effectiveness.

KEY ISSUES FOR ACTION

In order to improve pupils' standards of attainment, the head teacher, governors and staff should:-

1. Improve pupils' standards in English by:

XVI. providing more systematically planned opportunities for pupils in Key Stage 1 to develop and extend writing skills in other subjects of the curriculum;
(paragraphs 17, 23, 90, 136)

XVII. implementing a rigorous, whole-school approach to the teaching of spelling;
(paragraphs 17, 85, 90, 91, 93)

XVIII. ensuring that all teachers have sufficiently high expectations for the quality of pupils' written work so that handwriting skills are consistently developed in all writing tasks.
(paragraphs 17, 39, 85, 90, 91, 93, 100)

2. Improve standards in religious education at Key Stage 2 by:

XIX. ensuring that there is more depth in the content of pupils' work to enable them to gain knowledge and understanding of the world religions identified in the Locally Agreed Syllabus;
(paragraphs 19, 164, 165)

XX. ensuring that pupils are given sufficiently challenging written work to record what they know.
(paragraphs 19, 43, 165, 167)

3. Meet statutory requirements and raise standards in information technology by:

XXI. ensuring a more consistent use of computers to support pupils' learning in other subjects;
(paragraphs 20, 43, 63, 114, 138)

XXII. improving opportunities for pupils to use computers to control and monitor experiments and to investigate options in real or imagined situations in English, science, geography and history.
(paragraphs 20, 43, 63, 138, 140, 142, 145)

4. Ensure that the findings from monitoring of the work of the school are used to evaluate characteristics of the good and very good teaching to further improve the effectiveness of teaching at Key Stage 1.
(paragraphs 35, 65)

Note: The school has put in place measures to improve standards in writing and spelling. The school development plan includes targets to improve the resources for information technology to ensure more effective use to support learning. The plan targets work in mathematics in Key Stage 1 in order to improve test results.

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

XXIII. Improve progress and attainment in mathematics at Key Stage 1 by ensuring that the planning for the implementation of the numeracy strategy includes a range of challenging group tasks to match the needs of all pupils.
(paragraphs 15, 18, 35, 99, 102, 106)

· INTRODUCTION

· Characteristics of the school

1 The school is situated close to Hull city centre. It was built in 1897 for orphans of seafarers. These children lived in the surrounding houses on the campus. In 1952 the school took Voluntary Aided status and began to admit pupils with no links to the seafaring community. The school's aided status is linked to the 'Sailors' Families Society', a charity originally formed to help the families of seafarers. Now between ten and twenty per cent of the pupils in school are in residential care run by Child Care Services and live in the separate houses of the original Newlands Estate.

2 Since the school was last inspected in 1994 there has been an increase in the number of pupils with special educational needs and in the number of pupils eligible for a free school meal. There are 30 pupils who are eligible for a free school meal, 15 per cent of the number on roll, which is below the national average of 19.9 per cent. However, this does not include the pupils in care who might be eligible for free school meals but are not included in the school's figures. The school has 200 pupils on roll, organised in seven classes. There are 111 boys and 89 girls. The number on roll is increasing. There are 56 pupils on the register for special educational needs, this is 28 per cent of the school's population and is above national average. The school has six pupils from homes where English is not the first language but they do not require extra language tuition.

3 Children are usually admitted into the reception class at the beginning of the school year in which they attain their fifth birthday. The school's admission number is 30. The admission policy and clear criteria for admission are identified in the school prospectus. The school's Baseline Assessment of children on entry shows that attainment varies from year to year but is often below average in respect of language and literacy skills.

4 The school has a statement of aims in the prospectus. These include aims for pupils to be literate and numerate, and to learn appropriate scientific concepts and skills. Pupils will learn about historical and geographical aspects of their local environment, national heritage and links with local and international events. The school intends that pupils will be able to use tools, equipment and instruments and will take part in music, drama, art and crafts as means to express themselves. Pupils will be encouraged to develop physical skills, co-ordination and movement. Personal and social development will be promoted and pupils will be encouraged to develop self awareness, show sensitivity to others, acquire moral values, make moral choices and develop self discipline and acceptable behaviour.

5 The school development plan for 1999-2002 has a useful termly overview of development. It is backed by detailed action plans for the current year. The main priorities include: the improvement in standards of pupils with special educational needs, behaviour and attendance. There are priorities linked to the improvement of staff confidence in information technology and improved access for pupils with the development of an IT suite. The plan targets work in mathematics in Key Stage 1 in order to improve test results. Other priorities are linked to health and safety and the continued refurbishment of the building. Targets have been set to raise pupils' attainment in English and mathematics over the next three years.

Key indicators

6 Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999			

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	11	12
	Girls	11	10	12
	Total	22	21	24
Percentage at NC Level 2 or above	School	78% (71%)	75% (64%)	86% (82%)
	National	82% (80%)	83% (81%)	87% (84%)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	12	13
	Girls	11	12	12
	Total	22	24	25
Percentage at NC Level 2 or above	School	% (71%)	% (82%)	% (96%)
	National	82% (81%)	86% (85%)	87% (86%)

7 Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	10	21	31

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	5	8
	Girls	17	20	17
	Total	20	25	25
Percentage at NC Level 4 or above	School	65% (79%)	81% (72%)	81% (76%)
	National	70% (65%)	69% (59%)	78% (69%)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	5	8
	Girls	17	21	18
	Total	21	26	26
Percentage at NC Level 4 or above	School	68% (69%)	84% (76%)	84% (75%)
	National	68% (65%)	69% (65%)	75% (72%)

.....

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

2 **8 Attendance**

Percentage of half days (sessions) missed
Through absence for the latest complete
Reporting year:

		%
Authorised Absence	School	5.8
	National comparative data	5.7
Unauthorised Absence	School	0.3
	National comparative data	0.5

2

2 **9 Exclusions**

Number of exclusions of pupils (of statutory school age) during
the previous year:

	Number
Fixed period	28
Permanent	0

2 **10 Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	17
Satisfactory or better	98
Less than satisfactory	2

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

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

2 **Attainment and progress**

11 The school admits children from across the full range of attainment and previous experience. Although the current intake includes many children with sound language, literacy, number and social skills, the school's assessment of its children on entry shows great variation from year to year. Many children admitted to the reception class over the past few years have often had limited language and literacy skills. Standards are now slightly lower than those described in the last inspection report and reflect the school's views about changes in the attainment on entry of the children.

12 The school's provision for children under five is good and enables them to make good progress. The inspection took place early in the autumn term and children in the reception class had been in school for a half term. However, many attain the standards expected for their age across all the areas of learning, with a few who attain well in early reading and writing skills. By the time they are five, many children are likely to attain the expectations for their age in the language and literacy, mathematical and physical areas of learning, with a few children who are likely to attain above this. Most children are on line to reach the levels expected for five year olds in the other areas of learning. Their personal and social development are good. Children are well prepared for their future work at Key Stage 1.

13 At the end of Key Stage 1, the results of the 1999 National Curriculum tests in reading and mathematics were below the national average, and in writing they were well below. Teachers' assessment of their pupils' performance in science was in line with the national average. When compared with similar schools, the standards attained by pupils at the end of Key Stage 1 were well below the average in reading and writing, below average in mathematics and in line with the average in science. Pupils at the end of Key Stage 1 made substantial improvements in 1997 against their 1996 levels but this was not sustained in 1998 or 1999. Inspection findings show that by the age of seven, at the end of Key Stage 1, pupils' attainment in speaking, listening and reading matches the level expected for their age. In writing and spelling it is below this. Pupils' current work in mathematics shows improvement, although standards are still below the national expectations for pupils at the end of this key stage. Current work in science reflects the test results and pupils' attainment is in line with expectations for their age.

14 In the 1999 tests at the end of Key Stage 2, pupils' attainment in English was below the national average and also below the average attained in similar schools. In mathematics, pupils attained above the average for their age and were above average when compared with similar schools. In Science pupils attained close to the national average in both the end of key stage tests, and in relation to similar schools. Inspection findings show that in current work in English and science many pupils attain standards in line with expectations for their age. In mathematics, many pupils attain standards that are above the levels expected nationally for pupils aged eleven.

15 The improvements in pupils' work in relation to the recent test results reflect the school's initiatives to raise standards in writing and spelling. The implementation of the literacy strategy is also beginning to impact on pupils' progress and attainment, and reading standards show an improvement against test levels. For the past two years the school has placed emphasis on raising

standards in mathematics. This has been successful at Key Stage 2, where the implementation of the numeracy strategy is having a positive impact on pupils' mental recall of number facts and their application of what they have learned to new problems. The improvement is less rapid at Key Stage 1; teachers are beginning to implement the numeracy hour and there is an improvement in mental arithmetic, but they do not yet plan sufficiently challenging group tasks to meet the needs of all pupils.

16 In both key stages results in these subjects show fluctuations from year to year. The school admits pupils from the on-site residential care homes and the numbers can reflect up to 20 per cent of the school's population. Many of these pupils have special educational needs. Pupils in this group who are eligible for free school meals are not included in the school's free school meals total. Since the comparison with similar schools is made using the percentage of free school meals as criteria, the varying numbers admitted from residential care can affect the accuracy of the comparisons of test results. In the last inspection of the school in 1994, standards were described as in line with the national expectation in English, mathematics and science. However, the school admits increasing numbers of pupils with special educational needs and the assessment of children on entry shows that in some years since the last report their attainment has been below average.

17 Progress in English is unsatisfactory throughout Key Stage 1 and is at least sound at Key Stage 2. The school's implementation of the Literacy Strategy is beginning to have a positive effect on pupils' attainment and progress. This shows in the improving standards of the present Year 6 pupils. At Key Stage 1 progress in writing is mainly unsatisfactory, and is particularly slow in spelling and handwriting. The development of vocabulary, ordering ideas, and writing in more complex forms is limited by infrequent opportunities to write. At Key Stage 2 the range of writing is wider than at Key Stage 1 and includes stories, plays and letters. This ensures that pupils' progress in writing is at least sound at this key stage; many pupils write imaginatively, and begin to use more formal writing styles. However, teachers do not consistently reinforce handwriting in all writing tasks.

18 In mathematics, pupils at Key Stage 1 make mainly unsatisfactory progress over time since tasks are not always matched to previous learning and either lack challenge or are too difficult. Throughout Key Stage 2, progress is good; this reflects the substantial amount of good teaching in this key stage. The school has focused on mathematics in the past year and this has made a substantial improvement in Key Stage 2. Progress in science is sound at both key stages. Pupils gain a sound knowledge of appropriate scientific concepts. They plan, predict and carry out investigations and are gaining an understanding of the need for a fair test.

19 Attainment in religious education meets the requirements of the Locally Agreed Syllabus for most pupils at the end of Key Stage 1 but is below this at the end of Key Stage 2. Progress is sound at Key Stage 1, and Year 2 pupils know that the Christian and Jewish faiths are based upon a belief in God and that these ideas are expressed in holy books. They can name the Bible and are familiar with stories in it. Pupils recognise the importance of ceremony and festivals such as Easter and Passover. Progress is unsatisfactory at Key Stage 2. By the end of Year 6 pupils have extended their knowledge of Christianity as a world-wide faith and are beginning to have an awareness of Buddhism, Islam and Judaism, but they still have insufficient knowledge and understanding of world religions. They understand the significance of Christ's life but lack sufficient knowledge of its main events or those of other faiths studied.

20 Pupils' attainment in information technology is below the level expected for their age at

the end of each key stage. Progress is unsatisfactory throughout both key stages, with the exception of word processing, which is satisfactory. This is due to a number of factors. There is inconsistent use of information technology to record and handle data in other subjects. Pupils have insufficient opportunities to use computers to control and monitor experiments or to investigate options in real or imaginary situations. By the age of five, pupils are able to use a mouse to control cursors in order to move pictures and text on the screen. At Key Stage 1, they learn how to operate a mouse and keyboard so that they can exercise increasing control over their learning. Pupils in Year 1 use an art package successfully and in Year 2 use word processing program to type information for a topic about themselves. Key Stage 2 pupils attain the levels expected in word processing and incorporate pictures into their work.

21 Pupils consolidate and build upon their earlier work as they move up through the school. Their progress in art, design and technology and geography is broadly satisfactory at both key stages. Most pupils make sound progress in history in Key Stage 1 and progress is often good in Key Stage 2. In physical education, progress is at least sound in Key Stage 1 and good and sometimes very good throughout Key Stage 2. Pupils make good progress in music throughout the school, with some very good progress in Year 6. The good progress in music and physical education reflects the effective use of the specialist skills of the subject co-ordinators to teach other classes for these subjects.

22 The pupils with special educational needs make mainly good progress against the realistic targets set for them, which are clearly identified in their individual education plans. These are often useful, with work that builds on what pupils have already learned and enables them to achieve success. When supported in class or withdrawn to work with a classroom assistant, they develop sound language skills. These pupils learn through activities in English, mathematics and topics that are linked to work in their classes and meet the requirements of their individual education plans. Pupils with special educational needs are well supported when taught with the rest of their class due to the good level of unobtrusive support provided by teachers.

23 The school effectively reinforces the key areas of oracy, literacy and numeracy throughout the curriculum. The school has made a satisfactory start to implementing the National Literacy and National Numeracy strategies. The core skills of oracy and literacy are linked satisfactorily to other areas of the curriculum. The school gives a high priority to reading and the enjoyment of books. Pupils make sound progress in the acquisition of reading skills. Standards are broadly in line with expectations for the end of both key stages. Pupils develop skills in using books to find information, with good progress in their use of library skills by the time they are in Years 5 and 6. Pupils use their writing skills in other subjects; they write up experiments in science and record information and ideas in history and geography topics. These opportunities are not fully exploited at Key Stage 1.

24 Pupils show increasing confidence in speaking and listening as they move up through the school and standards are in line with expectations for their age at the end of both key stages. Most pupils listen carefully to their teachers and to each other. They structure their presentations and listen to the views of others. For example, in School Council meetings, pupils put forward well-thought-out proposals and consider alternatives. Good opportunities to develop confidence in speaking are provided through pupils' participation in assemblies, role-play and drama, and in termly productions that link drama and music performances.

25 Numeracy skills are emphasised and the school has set realistic targets to raise standards in mathematics. Pupils are developing good strategies for mental recall as they start each

mathematics lesson with a short session of mental arithmetic. This regular practice is enabling them to make gains in their application of number skills to solve problems. There is sound use of number skills to support work in other areas. Pupils use measuring skills effectively in design and technology when they make Viking boats. They present findings in science and geography using graphs and tables and use an increasing range of simple co-ordinates in mapwork.

2 **Attitudes, behaviour and personal development**

26 The attitudes, behaviour and personal development of all pupils, including those with special educational needs and those with English as an additional language, are good and have a positive impact on their attainment and progress. The school has maintained the high standards since the last inspection. The personal and social development of children under five in the reception class is good. They develop confidence as they undertake a variety of activities throughout the day. Most talk confidently with adults about their activities. They behave well and respond appropriately to directions and requests. They are familiar with school routines, lining up sensibly before moving into different parts of the school. Staff expectations are very clear and this helps children to understand right and wrong in relation to school rules. Children are quick to establish good relationships with others as they play and they learn to work in groups for increasing periods of time. They develop concentration, perseverance and independence in their learning, for example, a group of children made models with play dough without immediate adult support. Children show pride in their achievements.

27 Throughout the school, pupils show consistent and good attitudes to their work. The majority are well motivated, enjoy learning and are keen to respond to the challenges offered. They listen carefully to their teacher, or when others are speaking, answer questions sensibly and are willing to contribute to discussions. Pupils settle quickly to each new task given to them and usually work with a sense of purpose and good levels of concentration during lessons.

28 Behaviour throughout the school is good and justifies the views of the parents. Pupils show high levels of self-discipline, clearly know what is expected of them and act accordingly. They behave sensibly and move around the building in a calm and orderly manner. This ensures their safety in corridors and restricted spaces. Pupils have a sound understanding of school rules and follow them sensibly. There was a very high number of fixed-term exclusions last year, these mainly reflected two pupils who had specific behavioural problems and for whom a short time out of school enabled them to cope with their problems. These pupils have now left the school and there have been no exclusions in the current year. Pupils from the residential care homes sometimes show emotional and behavioural difficulties but these are well handled by the staff and the pupils make sound progress in learning to control their emotions and behaviour.

29 Relationships between pupils and between pupils and staff are good. This makes a significant contribution to the quality of education provided. There is a relaxed and harmonious atmosphere within the school. Pupils are polite, always ready to be helpful and show genuine care and concern for each other. In lessons, they work well together in pairs or groups and share ideas and equipment well. At playtime and when eating lunch in the dining halls, they are friendly and sociable.

30 Pupils' personal development is also a strong feature of the school. It is enhanced through a very wide range of extra curricular activities such as sport, music and drama. There are a great many visitors to the school, for example, musicians, theatre groups, church representatives

and the variety of visits to places of interest both locally and further afield make a significant contribution to pupils' personal development. Pupils are clearly aware of, and respect, each other's rights, feelings and beliefs. On appropriate occasions, they often spontaneously applaud the achievements of their peers, for example, in a whole school celebratory assembly. Pupils work well independently and use opportunities to plan their own learning productively. Pupils of all ages are happy and willing to take responsibility for setting out and clearing away equipment, older pupils help new pupils settle into school life and carry out various other responsibilities around the school. Pupils' awareness of the needs of others is raised through support for charities and close links with the local community. The attitudes, behaviour and personal development of pupils have a very positive impact on their attainment and progress.

2

2 **Attendance**

31 The previous inspection reported that attendance was good. At 93.9 per cent it is now simply in line with national averages, with unauthorised absence slightly better than average at 0.3 per cent. Lateness is perceived by the school as an emerging issue, but inspection findings show that this does not appear to have an impact on progress and attainment.

2 **QUALITY OF EDUCATION PROVIDED**

2 **Teaching**

32 The quality of teaching is good overall and has substantially improved since the last inspection of the school, particularly the proportion of good and very good teaching. The quality of teaching is at least sound in most lessons and is good in over half, with very good teaching in 17 per cent of all lessons. The good and very good teaching is mainly with children under five and at Key Stage 2. The substantial amount of good and very good teaching effectively enhances pupils' progress and promotes high standards of work and behaviour. In the most effective lessons, teachers provide a good range of challenging and interesting activities that are well matched to what the pupils already know. In these lessons the teachers' high expectations of their pupils encourage them to think critically about their work. In the best lessons, pupils are encouraged to take responsibility for their learning and there are good opportunities for discussion.

33 In the last inspection report teaching was less satisfactory when lessons lacked clearly defined objectives for learning and there was only limited feedback to pupils on standards. Since then the staff have worked hard to improve planning. Staff work together as a close-knit team and planning for the year and term is good. In the reception class and at Key stage 2 it clearly defines what teachers want pupils to learn in each lesson and work is usually matched to the needs of individuals and different groups of pupils. Assessment procedures have been refined; the information gained from the day-to-day assessment of pupils' progress is increasingly used to plan work that builds upon what they already know, but this is not always so at Key Stage 1.

34 The teaching of children under five in the reception class is good, and sometimes very good. The staff work well together to effectively reinforce the children's personal and social development. Although they have only been in school a few weeks, the children are already well settled into the routines of the classroom. Due emphasis is placed on reinforcing children's language skills within all the activities across the areas of learning. The activities are well planned and resourced to provide children with a wide range of experiences that underpin their future

learning. They are well prepared for their work in Key Stage 1.

35 The quality of teaching at Key Stage 1 is mainly sound, with good teaching in a few lessons. However, the progress of pupils at this key stage has been slow over time and their work does not always reflect sufficiently high expectations by teachers. The work is not always effectively matched to pupils' previous learning and in a few lessons pupils are not always clear about what they have to do. This limits progress in these lessons. Where teaching is most effective, teachers are clear about the skills pupils will learn and how these will be taught. This was evident in a well planned English lesson where there was an effective recap of the previous lesson to focus pupils on their new task of developing extended writing, based on the story 'The Dog Who Stole the Bone'. The pupils were well managed and support staff were well deployed and effectively supported pupils with special educational needs.

36 In Key Stage 2, teaching is frequently good and, in over a quarter of lessons, is very good. There is good teaching in all year groups at this key stage. Lessons are often very well planned and teachers have high expectations of the pupils. For example in a good English lesson with Year 6, the teacher's planning showed clearly how pupils' knowledge and skills in story writing had been developed in earlier literacy sessions. The teacher successfully challenged the pupils to think about their story structure and pupils built on this to create their own stories, often with a good range of descriptive vocabulary. In the substantial number of very good lessons at this key stage the very effective questioning of the teachers identified what the pupils already knew and made good use of examples of pupils' work. In a very good physical education lesson, pupils in Year 5 made very good progress in their dance and gymnastic skills. The very good rapport established with the pupils effectively reinforced their learning and promoted their self-esteem. The lesson was very well planned and encouraged pupils to think about how to achieve quality as they worked in pairs to create symmetrical and asymmetrical shapes. Well-timed, effective feedback enabled pupils to refine their performance.

37 The effective use of teachers' specialist expertise in science, design and technology, music and physical education is a key feature of the best lessons in Key Stage 2 and enables pupils to make good progress in these subjects. For example, in an excellent music lesson with Year 6, the co-ordinator's high level of subject expertise enabled pupils to make very good progress in identifying sounds made by different types of drum. They composed their own rhythms and patterns and recorded them using graphic notation with pictures or symbols to represent notes. The lesson had excellent pace and the increasing level of challenge in the lesson had a direct impact upon the work done by pupils at all levels of attainment. The substantial amount of good, and very good, teaching at this key stage encourages critical thinking; it enables pupils to deepen their understanding through a good range of practical activities and investigative approaches. In the best lessons, there is time for quality discussion.

38 The teaching of pupils with special educational needs is mainly good and many make good progress in relation to the targets set for them. Those with statements of special educational need are very well supported, both when withdrawn for extra tuition or when helped within the classroom. Resources are matched to their needs and regular liaison with class teachers ensures that the work done in withdrawal sessions is well linked to that done by the rest of the class. Teachers are supportive of pupils with special educational needs and the pupils admitted from the on-site provision for residential care are sensitively managed. The work of the classroom support assistants is very effective and they work closely with teachers to support lower attaining pupils in classrooms, and to provide direct teaching in small withdrawal groups and on a one-to-one basis. Relationships between staff and pupils with special educational needs are good and support the

pupils' learning. All staff use Makaton signing to support well a child with hearing loss and also teach this method of communication to pupils. The effective support to pupils with special educational needs has a positive impact on the progress they make.

39 Teachers' subject expertise is mainly sound at Key Stage 1 and is often good in Key Stage 2. The teacher working with children under five in the reception class has good subject knowledge and a clear awareness of how young children learn. Most teachers use a sound range of strategies that include whole class, group and individual work. Pupils are usually well managed and discipline is good. The school admits a few pupils who have emotional and behavioural problems; they are supported well by teaching and support staff, who use effective strategies to deal with occasional incidents of volatile behaviour. Most teachers have high, but realistic, expectations of their pupils in respect of work and behaviour. However, not all, teachers have sufficiently high expectations for the quality of handwriting and how work should be set out. Time is usually well managed and the pace of many lessons is sometimes slow at Key Stage 1 but is brisk at Key Stage 2. Resources are well chosen and managed to support pupils' learning. In the most effective lessons, pupils are encouraged to make choices of equipment and materials and to take responsibility for getting out and returning them.

40 Teachers and support staff work hard to provide a high level of care for pupils and to reinforce pupils' personal and social development throughout the curriculum. Relationships with pupils are good, and sometimes very good. Staff encourage pupils' self-esteem through well-timed praise and feedback about their work. Support staff are well deployed and briefed and their role complements that of the teaching staff.

41 Throughout the school, teachers give homework that has a positive impact upon pupils' reading, spelling and learning of number facts. The early number skills of children under five are reinforced through mathematical games and in Key Stage 2 pupils skills in finding information supports topic work in areas such as history.

2 **The curriculum and assessment**

42 The curriculum provided for children under five is good; it includes a broad range of activities within all the areas of learning. This good provision enables many children to make good progress and to reach the standards expected for their age by the time they are five. As a result, children are prepared well for the next stage in their education. Throughout both key stages the school provides a broad, balanced and relevant curriculum which includes a wide range of interesting activities.

43 With the exception of some strands of information technology, all subjects meet the requirements of the National Curriculum. The current work in information and communication technology does not provide pupils with sufficient opportunities to make progress in control activities, monitoring information and using simulations. Religious education is taught in accordance with the Locally Agreed Syllabus. However, pupils in Key Stage 2 do not study religious education in sufficient depth, particularly towards the end of the key stage. Pupils have insufficient opportunities to record their work in order to reinforce their understanding and so the topics studied in religious education do not have sufficient impact on their progress.

44 There has been an improvement in curriculum provision since the last inspection; the school has adopted a common format for planning which in most lessons identifies what teachers

want pupils to learn. Good quality, detailed written guidance is in place for each subject and religious education. This supports teachers' planning and gives useful suggestions on a range of activities and how pupils' progress might be assessed. The role of the subject co-ordinators has significantly improved since the last inspection and monitoring of the development of the curriculum has been successfully implemented in English, mathematics and science.

45 The timetable contains a satisfactory balance of subjects and there is an appropriate emphasis on English, mathematics and science. The National Literacy and Numeracy Strategies have been satisfactorily implemented and pupils' skills are appropriately reinforced in other subjects. The school is aware that curriculum balance is not as successfully achieved in both key stages for writing and spelling. It has targeted spelling and has introduced regular activities and class tests to improve pupils' attainment. However, pupils do not have sufficient time to practise extended writing skills, particularly at Key Stage 1, and this has resulted in slower progress in this area of the curriculum.

46 The school's aims and policies express commitment to equal opportunities and all pupils have equal access to the curriculum. The curriculum meets the needs of pupils on the special educational needs register and those who have English as an additional language very well. The provision for pupils with special educational needs is very good and the school's commitment to providing a high level of support can be seen in the number of classroom assistants employed. Teachers and classroom assistants work very closely together and this teamwork is having a very positive effect on pupils' attainment and progress. Individual education plans are in place for pupils who need them and they are of good quality. They identify specific learning targets that are measurable in terms of gains in knowledge, skills and understanding, as well as general areas for support. Targets are reviewed termly. The statutory requirements for pupils with statements of special educational need are fully met. Teachers provide for all pupils of different abilities in whole-class discussions through good questioning. Pupils' personal development is promoted through sex education in accordance with the governors' policy and they are alerted to the dangers of drugs in science lessons.

47 The curriculum is enhanced by a very well planned programme of visits, visitors, extra curricular activities and links with the local community. The provision of extra curricular activities is very good and includes a wide range of sports, including swimming. The list of other clubs is very extensive, well supported by pupils and parents are rightly pleased with the numerous opportunities the school provides that enhance pupils' learning. These activities provide valuable extensions to the curriculum and make a very positive contribution to pupils' attainment and progress. The promotion of the arts through music and art both in school and after school is good. Special whole school topics such as the Victorian Day and the school 'wedding celebration' greatly enhance the experiences of the pupils. The school is effectively providing for pupils' spiritual, moral, social and cultural development through religious education, music and art. Through their links with the community, the school prepares all pupils well for life outside school. Overall, curriculum provision reflects the aims of the school well and makes a good contribution to the standards achieved. Pupils are well prepared for the next stage of their education.

48 The school has a wide range of sound procedures for assessing the progress of all pupils. These are used effectively to inform planning. Overall, assessments arrangements are good. In the reception class, baseline testing provides an appropriate early opportunity to measure the attainment of children entering the school. The information gained is used to plan work that is closely matched to the needs of children under five. Further assessments accurately measure the attainment of these children when they reach the age of five. These sound initial procedures are

built upon as pupils proceed through the school. Pupils are thoroughly assessed in all the basic skills at regular intervals. The National Foundation for Educational Research (NFER) tests are used well to assess progress in reading and comprehension. Spelling and numeracy tests are also used to assess pupils' progress over time. Pupils with special educational needs are identified at an early stage and assessment information effectively informs their targets within individual education plans. The accurate assessments of these pupils enables staff to regularly track their progress against the specific targets identified for them. The school maintains detailed individual pupil portfolios which include examples of assessed work. These are begun when pupils start school and are passed up with them as they move up through the school. They provide useful information of how pupils have made progress throughout their time in school. There are clear marking and recording policies. These ensure that parents receive detailed information on their child's progress, through written reports and consultation evenings.

49 The school makes mainly good use of assessment information to inform planning. The results of the national tests at age seven and eleven (SAT's) are carefully analysed to identify gaps in pupils' knowledge and ensure these are covered through subsequent teaching. Comparative SAT's data is used carefully, over time, to monitor progress. Assessment information is used effectively to form and reform pupil groupings within most classes. Staff use assessment procedures well to identify reading levels and spelling capabilities. There has been a significant improvement in assessment procedures and usage since the inspection. The school is now in a good position to refine its procedures to ensure they impact fully upon teaching and learning.

2 **Pupils' spiritual, moral, social and cultural development**

50 The overall provision for pupils' spiritual, moral, social and cultural development is good. The provision for spiritual development is sound and for moral and social it is good. The very good provision for pupils' cultural development is a strength of the school.

51 Through assemblies and religious education the school provides pupils with sound opportunities to gain insights into values and beliefs. All assemblies contain an appropriate element of worship. The content of assemblies enables pupils to hear about world religions and there is an appropriate balance between Christianity and other faiths. The religious education curriculum also provides varied insights into a number of world faiths. Pupils are encouraged to reflect upon current issues, such as world peace. Elsewhere; for example in science, they reflect on the impact of pollution upon natural resources. This provision does enable pupils to gain insights into spirituality and self-knowledge and is reinforced in such areas as dance, art and poetry.

52 The school promotes clear moral values which enable pupils to distinguish between right and wrong. All staff have received training or guidance to ensure that a consistent view is promoted. For example, the mid-day assistants have clear guidelines regarding acceptable pupil behaviour in the playground. The school code of conduct is reinforced at classroom level. Staff and pupils discuss it to agree appropriate guidelines for each year group.

53 Pupils achievements are recognised appropriately through 'good work' assemblies and awards. They are encouraged to relate positively to one another. In all year groups, numerous opportunities are provided for collaborative activity; for example, to conduct scientific investigations. Older pupils are given a number of responsibilities which include helping younger ones at lunchtime. The school council consists of staff and pupils in Key Stage 2. It meets regularly, and pupils have the opportunity to elect representatives and contribute to the agenda.

Pupils are actively involved in the community; they perform concerts and plays for the elderly and have considerable opportunities to fundraise for charity. Recently, pupils have raised money for 'Shelter' and have taken part in 'Red Nose Day'. During the inspection pupils worked hard to fill 'Aqua boxes' to help countries hit by disasters. Younger pupils filled shoeboxes with gifts for children in Eastern Europe. The school is currently developing its' curriculum to promote citizenship and holds an 'anti-bullying week'. The school is now planning ways to develop European awareness.

54 There is a wide range of provision to promote an understanding of cultural and multi-cultural issues. The history of the school, rooted in the 'Sailors Family Society', provides many opportunities for pupils to gain insights into Hull's links with the sea. Pupils visit the local theatres and museums. Drama groups visit the school on a regular basis and pupils also perform in the orchestra, in plays and through music groups. A drama club and country dancing group offer additional opportunities for cultural development.

55 The school actively promotes an understanding of multi-cultural issues. Pupils study non-European cultures through religious education, art, music and drama. In a recent music lesson, pupils were introduced to the sound of African drums. An opportunity was provided for pupils to see Hindu Katha-kali dancers perform and to hear a storyteller. Visitors to the school have prepared foods from differing world regions and displayed costume from Asia. There are a good range of library books which promote an understanding of differing cultures. Displays in school provide a very good focus upon religion and culture around the world; for example, the festival of Dwali.

56 Overall the provision for pupils spiritual, moral, social and cultural development has a positive impact across the curriculum and throughout the school. It has developed effectively since the last inspection.

2 Support, guidance and pupils' welfare

57 The school has maintained the 'caring and supportive community' which was identified in the previous inspection report. Pupils and staff understand and fully implement the behaviour policy, that includes the use of 'Good Behaviour Records' and 'Pupils Incident Sheets'. The themes included in the school's anti-bullying week are well understood by pupils and they have good opportunities to discuss and reflect on the effects of inappropriate behaviour. The relationships between pupils and all members of staff are very good. Both teaching and non-teaching staff know the pupils as individuals and this facilitates a high level of informal pastoral care. Pupils feel happy and secure in the school and parents are confident about their welfare.

58 Child Protection measures are good; both head teacher and deputy head have active involvement. Since the last inspection, the school has established a more formal range of systems for recording pupils' progress by means of detailed individual files. In particular, behaviour and personal development are closely and efficiently monitored. Any emerging patterns of absence are monitored and discussed with the Education Welfare Officer on her regular visits. First aid, fire protection and accident procedures and records are all in place. One point of concern, however, is the existence of structural cracks in the walls of the main hall. The local education authority is aware of these.

2 **Partnership with parents and the community**

59 The school has improved upon the sound links with parents and the community described in the last inspection report and its partnership with parents and the community is good. The quality of information provided by the school for parents and carers is satisfactory. Annual reports to parents are informative and parents have regular opportunities to discuss their children's progress. Parents are pleased with their children's progress, and satisfied with the information that the school provides. Staff are approachable and always ready to help and this is valued by parents. The school sends newsletters and organises curriculum meetings to inform parents about the topics that their children will be studying each term. The head teacher and staff continue to identify different ways of ensuring that parents receive sufficient information about the curriculum. Parents are pleased with the very good ethos of the school and families new to the school are pleased with the way in which their children have been welcomed and encouraged to settle into the school. The school's aims and values are shared with parents and are implemented in its day-to-day life and work.

60 Parents involvement with their children's learning at home is good. Parents value the range of homework that their children are given to complete at home, and their involvement in any research for these tasks. Parents support their children in reaching their targets for spelling and number work. Those with children who have special educational needs are invited to attend review meetings to discuss their progress and to set new targets. These meetings are well attended and parents value the good provision offered by the school for these children. The active support that the school receives from the Parent Teacher Association is valued by staff. Parents contribute to the work of the school by their involvement in the classroom, where their expertise is used well to support pupils activities. This support has a positive impact on pupils' progress. School performances are very well supported by parents.

61 The enrichment that the school receives from its links to the community is very good. The local community generously support the events run by the Parent Teacher Association. The school's links with the Sailors' Families' Society, and the residential care provision on site, are positive and enhance pupils' awareness of the wider community. The school enjoys close links with neighbouring schools for sporting activities and competitions, and very close links with community sport, the community police service and the church. The school is involved in a good range of community events and pupils entertain senior citizens. The wide range of educational visits, and the many visitors who come into school to share their expertise with the pupils, enhance the links with the community and have a very positive impact upon the curriculum. Business links are at an early stage of development, although the school has designated a member of staff to develop this aspect further.

2 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

2 **Leadership and management**

62 The school is well led and efficiently managed by the head teacher, with the support of the deputy head teacher, staff and governors. The head teacher provides a clear direction for school improvement. She has a good understanding of the needs of the school and works hard with staff and governors to put in place a range of initiatives to support the progress and attainment of all pupils. The school aims reflect a commitment to ensuring a breadth of experience across the curriculum for all pupils. These aims are substantially met in the day-to-day life and

work of the school. The head teacher, staff and governors work as close-knit team and the high quality of teamwork is a key feature in the success of the school. The unique voluntary-aided status of the school, established through the Sailors' Families Society, is enhanced by the good links established with members of the society's committee, some of whom serve on the governing body.

63 The school development plan provides a useful framework for school improvement and is based upon an accurate assessment of the school's needs. It has clear targets for school improvement; it includes details of the named person responsible for managing the development, financial implications and regular times for review of progress. Staff and governors are involved at an early stage in this important level of strategic planning. Governors are knowledgeable about the developments that are taking place; they are very supportive of the school and take a full and effective part in its management. The governing body fulfils its statutory responsibilities for the curriculum, with the exception of some strands in the National Curriculum requirements for information technology.

64 Relationships within the school are very good and support the provision of a stimulating learning environment which provides equality of opportunity for all pupils and promotes their self-esteem. The school admits children who are in residential care in homes on the same site. These pupils are very well integrated into the school and are well supported. The ethos of the school is very good; it effectively enhances pupils' progress and personal and social development. The staff and governors have maintained the quality environment identified in the last inspection of the school. The day-to-day management and administration of the school are good and well supported by the school secretary. The staff handbook provides useful information to ensure that procedures are clearly understood.

65 Since the last inspection in 1994, the school has made good progress against many of the issues identified. Most issues have been dealt with and are kept under review. The role of subject co-ordinators and senior staff requires further work in respect of monitoring work in their specialist areas. This does not yet include an evaluation of teaching and learning and their impact on pupils' progress, particularly at Key Stage 1. The deputy head teacher takes an active role in management but there are still opportunities for her role to be further developed.

66 Governors take an active role in monitoring the curriculum; members of the curriculum working party are developing a clear overview of developments and keep the governing body well informed. The expertise of individual governors is used well and individual governors are usefully linked to key areas of the curriculum. Joint training with staff and governors before the termly governors' meeting is effectively promoting governors' involvement in curriculum development. Governors and staff work well together to identify and monitor the targets set for every pupil.

67 The number of pupils with special educational needs is above the average for a school of this type and size. The provision for the pupils with special educational needs is very well managed by the head teacher. They are well supported and this enables them to make good progress. The school admits a small number of pupils with severe emotional and behavioural problems; these pupils are well managed to minimise interruptions to their learning, and that of others. The head teacher and governors give priority to ensuring that the school has sufficient, well-trained classroom support staff to work with special educational needs pupils. These members of staff are well deployed; they work effectively alongside teachers in classrooms, and with pupils withdrawn to work individually or in small groups.

68 The head teacher, staff and governors have a clear awareness of what now needs to be done for further improvement. They have already identified areas for development and established useful initiatives to improve standards. The school is well placed to continue its planned improvements.

2 **Staffing, accommodation and learning resources**

69 Staffing, accommodation and learning resources are good. There is an appropriate match between the numbers, qualifications and experience of the teaching staff and the needs of the curriculum for all pupils. Good use is made of the specialist expertise of teachers in Key Stage 2. The school has a very good number of support assistants, with appropriate qualifications and experience, who provide very effective support, particularly for pupils with special educational needs. There have been improvements since the last inspection in the number of classroom assistants. Arrangements for the induction of newly appointed staff are well established. All staff have detailed job descriptions; these include specific responsibilities that are helpful in meeting National Curriculum needs. The appraisal of teachers is in place and targets are agreed with all staff. These have a positive effect on the quality of the school's curriculum and on pupils' learning. The arrangements for the professional development of all staff, including learning support assistants, are good. Staff development matches the priorities of the school development plan and there are good opportunities for individual staff to undertake other training.

70 The 100 year old buildings provide good accommodation for both teaching and resource management and the premises are clean and tidy. The site forms an enclave of quiet in a built-up area and the pleasant, well looked after grounds offer very useful hard and soft play areas. This is a very pleasant environment for learning to take place.

71 Learning resources are good, apart from those in information technology. The level of resourcing supports learning with the exception of the controlling, modelling and simulation aspects of information technology. This is similar to the findings of the last inspection, with the exception of information technology. Most resources are accessible and well managed and in the reception class and at Key Stage 1 they promote pupil' independence. Reading materials, supporting the Literacy Strategy are well organised and accessible. Resources beyond the school, in the local environment, and in the local community, are used well to support the curriculum.

2 **The efficiency of the school**

72 The school makes good use of the resources available to it. Funds are well managed by the head teacher with good support from the finance committee of governors. Members of this group work closely with the head teacher to plan and monitor the budget. Governors have decided to maintain the current levels of teaching and classroom support staff. They have established good contingency arrangements to ensure that the school's budget can sustain this. Financial planning is good and well linked to the educational priorities identified in the development plan. The funds devolved to the school are used well to support the educational initiatives outlined in the school development plan. Funding allocated for pupils with special educational needs is used efficiently to promote their progress and attainment through a good level of adult support and well-chosen learning resources. The day-to-day transactions are well managed by the head teacher and the school secretary. The secretary keeps up-to-date information about pupils and the finances of the school, using the school's computer system. The school has fully implemented the

recommendations in the most recent audit report.

73 Teachers and support staff are deployed effectively. The expertise and interests of the staff are used well; for example there are opportunities for teachers to use their specialist knowledge in some lessons at Key Stage 2 and this effectively promotes pupils' progress. Classroom support assistants are well deployed to work with pupils with special educational needs; their work complements that of the teachers and enables many of these pupils to make good progress. Resources are well deployed and managed to enhance pupils' learning in most lessons. The accommodation is used well to meet curriculum needs and the classrooms and public areas of the school are enhanced by the display of pupils' work. Very good use is made of the extensive, well-kept grounds. The school building is well cared for and reflects the hard work of the cleaning staff. The school also makes effective use of the local and extended environment to support the curriculum. Good use is made of the available resources for learning to provide an effective learning environment and to support pupils' attainment.

74 Taking into account the attainment of pupils on entry, the progress they make, and the quality of the education provided, the school provides good value for money.

2 PART B: CURRICULUM AREAS AND SUBJECTS

2 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

75 The school admits children from across the full range of attainment and previous experience. The current intake includes many children with sound language, literacy, number and social skills. However, the attainment and experience of children varies from year to year and the school's assessment of its children on entry shows that over the past few years the children admitted to the reception class have often had limited language and literacy skills. The school's provision for children under five is good and from starting school children in the reception class make good progress. Standards are now slightly lower than those described in the last inspection report and reflect the school's views about changes in the attainment on entry of the children.

76 Children have been in school for a half term and many attain the standards expected for their age across all the areas of learning, with a few children who attain well in language and literacy. By the age of five, many children currently in the reception class are likely to attain in line with the expectations for their age in the language and literacy, mathematical and physical areas of learning, with a few children who are likely to attain more highly. They are on line to reach the levels expected for five year olds across the other areas of learning. Children's personal and social development is good and they are eager to learn. They are independent, and dress and undress for physical education with minimal adult help. In the dining hall, they choose and carry their own meals very carefully. They are beginning to co-operate well with each other when taking turns and sharing resources although some still prefer to work on their activities alone. They are well prepared for their work at Key Stage 1 of the National Curriculum and transfer confidently to the Year 1 class.

77 The school sets a high priority on the development of early reading, writing and mathematical skills. In the reception class, the staff plan well to reinforce children's language skills within all the areas of learning. For example, children made play-dough to create their 'sculptures'. The teacher encouraged them to listen to and repeat the recipe and to volunteer ideas about whether there was sufficient water in the mixture. The children's speaking and listening skills are developing well and they listen carefully to adults and to each other. They are developing a wide vocabulary through activities and in class discussion, where each child is encouraged to share ideas and information. Role-play is used well to promote the development of language and social skills. Many children use experience from home to act out roles.

78 Children listen carefully to stories and know many action songs and rhymes by heart. They use appropriate actions and repeat rhyming patterns accurately. They know how to handle books and many children retell stories in their own words and create stories using picture sequences. Most know the commonly used letter sounds and are developing a sight vocabulary of simple, regularly used words. Many recognise labels and captions around the room, and recognise simple vocabulary in their reading scheme books. A few are able to read simple sentences. All children use a range of strategies to help them read and most use picture cues, recognise initial letter sounds and often know simple blends. Higher attaining children often use the context of a sentence to use a sensible alternative to words they don't know. Children recognise the sounds of commonly used letters. They are beginning to learn about the alphabet; they name the first five letters, know the sounds and identify words that begin with these initial letters. Many children make good progress in early writing and develop sound pencil control, many copy the teachers' text and, in practising their own writing, many children form recognisable letters. They copy word cards to produce simple captions for their pictures or to tell a story.

79 From joining the reception class children learn through a sound range of mathematical activities and many are likely to attain well for their age by the age of five. They sort, match, count and create sets of objects by colour, shape and size. Many make sound progress in the development of space, position and early number. They make repeating patterns and name the primary colours correctly. The children know many number songs and rhymes by heart. They learn to count and played the number game 'The Bus' to practise counting numbers to ten. The children got on and off the bus as directed and others were able to give the total when there was one child less, or one extra. They each made five plasticine 'buns' and counted accurately as the related numbers to objects. Most children were able to give the new number if one or two buns were taken away. The children have homework folders and work on mathematics games; for example they use tins of food, stack them in towers of three, four or five and draw them in their books. This has a positive impact on their progress in relating numbers to objects.

80 Children make sound progress in gaining an understanding of the world about them and develop their early scientific concepts through a good range of practical activities, in the classroom and through outdoor play and work in the school grounds. In a topic about the human body, the children recall earlier work about eyes and teeth and volunteer sensible ideas about the need for hygiene. They make sound progress in their understanding of the importance of having flexible hands and fingers. They test their manipulative skills and try to unwrap a sweet while wearing gloves of different thicknesses. In work linked to literacy the children shared a book with the nursery nurse and followed directions to make a paper 'spinner' which they then tested to see how it would float from a height. 'It is just like a helicopter' was the consensus. Most children are developing an understanding of how some things change over time and have worked together to create a display of artefacts, pictures and photographs that show how they have changed since they were born. They show sound early mapping skills by making simple plans.

81 Children create models using construction kits and also choose a range of materials to make their own designs. They 'draw' designs and translate them into models. In creative work children explore colour and texture, and use a range of materials to create their own pictures, prints and patterns. A collage, linked to their language work on the 'qu' sound, shows bold use of line and colour where children have worked together to make pictures of a queen and a quilt. Most children organise their own materials and handle tools and equipment sensibly. In physical activities, children are developing good control and co-ordination. In dance they were able to follow taped instructions, move in time to music and to show ideas through movements and body shape. Children under five know many songs by heart and sing tunefully. They are developing a sense of rhythm through regular opportunities to use percussion instruments. The children's spiritual and moral development is mainly developed through stories and sometimes reinforced within activities linked to the areas of learning.

82 Children respond with great enjoyment to their activities in the reception class. They sustain interest in their activities and co-operate well in pairs and small groups. They are confident and well settled in their class base and get out and return their equipment sensibly. During physical activities they move confidently in the larger space of the school hall and in outside areas and show determination to manage a variety of movements. The children relate well to each other and to adults. They have good attitudes to their work and confidently ask and answer questions. Their personal and social development is good. The children are secure and confident in school and their behaviour is very good.

83 Within all the areas of learning, the teaching of children under five is good, with a few lessons where it is very good. This enables the children to make good progress across all the areas of learning. Teaching is particularly effective in the language and literacy areas of learning and speaking and listening skills are reinforced well within all activities. Staff have a good understanding of the needs of young children and how best they learn. This enables them to provide a good range of interesting activities that are well matched to the age and experience of the children. Planning is detailed and there is an increasing challenge within the activities to match the maturing needs of the children. Staff provide a warm, secure and supportive ethos in which these young children are well settled. The school assesses the children on entry into the reception class and uses this information to group the children for some activities and to match work to what the children already know. There is excellent team work between the class teacher and the nursery nurse and this effectively enhances the very good provision in the reception class. There is well timed intervention and questioning to reinforce the children's learning and praise is used well to promote their self-esteem. Resources are well chosen and managed effectively to promote the children's independence. Adult helpers are well deployed and are well briefed about what they are to do.

84 Equipment for children under five is good and the newly altered classroom provides good accommodation with access to an outdoor play area. Governors are closely involved with the school and show strong commitment to early years education. They played a key role in enabling the new classroom to be built. Good links are established with parents and the current induction programme works well. It includes visits by children and their parents in the summer term. Staff also liaise with the nurseries and pre-school play-groups the children have attended.

2 ENGLISH, MATHEMATICS AND SCIENCE

2 English

85 By the end of Key Stage 1, pupils' attainment in speaking, listening and reading matches the level expected for their age. In writing and spelling it is below this. In the 1999 national tests for seven-year-olds, pupils' attainment was below the national average in reading and well below this in writing. In comparison with similar schools, pupils' attainment was well below the average in both reading and writing. By the end of Key Stage 2, pupils' attainment in English broadly matches the level expected for their age, although there are weaknesses in spelling and handwriting. In the 1999 tests for eleven-year-olds, pupils' attainment in English was below the national average and the average attained in similar schools. Results over recent years show fluctuations from year to year and reflect the number of pupils with special educational needs in each year group. Since the last report, the school has maintained standards in reading, speaking and listening but there has been a drop in standards attained in writing. The school has responded well to this and the improvements in pupils' work in relation to the recent test results reflect the school's initiatives to raise standards in writing and spelling. The implementation of the literacy strategy is also beginning to impact on pupils' progress and attainment. This shows in the improving standards of the present Year 6 pupils and the improved reading standards at both key stages.

86 Pupils make steady progress in speaking and listening. They listen carefully to their teachers, and understand the questions asked and respond well to instructions given. Pupils speak confidently and are keen to talk about what they are doing. For example, Year 1 pupils explained how they were joining bricks together to make a model car in a design and technology lesson. They begin to use a more precise vocabulary to express their thoughts and feelings clearly and to describe events and retell stories. Pupils develop their vocabulary and confidence in expressing their ideas throughout the key stage, where opportunities for listening and speaking are incorporated into lessons. This was shown in a Year 2 lesson when pupils discussed why a character was naughty and gave one reason for their decision as 'he stamped on the flowers and squashed the daisies'.

87 Throughout Key Stage 2, pupils make steady progress in speaking and listening. They structure their presentations appropriately, consider others' points of view and present reasoned arguments. This is evident in discussion with pupils about the meetings of the School Council when they put forward well-thought-out proposals and report on the outcomes to their classes. Most pupils continue to use their listening skills to good effect. Discussion is encouraged and pupils report to the class in many lessons. For example, in a Year 4 lesson pupils explained how a reporter makes notes when they were preparing to write an item for a newspaper. Pupils respect the views of others. As they become older, their responses become more thoughtful and reasoned. For example, pupils in Year 6 described accurately the structure of a piece of imaginative writing and correctly identified the climax and resolution as the most exciting way to end the story.

88 By the end of Key Stage 1, pupils' attainment in reading matches the level expected for their age. They make steady progress in developing a variety of skills to help them read. For example, they use books to obtain information and make good use of letter sounds to build words. Many pupils enjoy reading, understand the difference between fiction and non-fiction and use reference books for information. Some are beginning to use dictionary skills with confidence. Higher attaining pupils read fluently, accurately and with understanding. Others are equally enthusiastic about books and use letter sounds and pictures to help them understand what they read. Less confident readers have good strategies to tackle words they do not know. Pupils make

sound progress in developing their ability to recognise on sight an increasing number of common words and to use letter sounds. Teachers hear pupils read on a regular basis and many parents support their children's reading at home. This makes a significant contribution to the progress pupils make.

89 By the end of Key Stage 2, pupils' attainment in reading matches the level expected for their age. Most pupils make steady progress. By the end of the key stage, they understand the role of the author, can talk about the character and plot and make predictions about possible events. Many pupils talk about the types of books they prefer, and some read a series of books by a favourite author. Most pupils read non-fiction books and locate information using the school library. They obtain information from the indexes of books to help their research on various topics. In many lessons they use dictionaries satisfactorily. Pupils make good progress towards the end of the key stage. They develop their understanding of the texts they read and use their research and reference skills in other subjects. For example, Year 6 pupils explained how they used the library and a computer program to find out more about ancient Egypt for their history project.

90 By the end of Key Stage 1, pupils' attainment in writing is below the level expected for their age. There has been a fall in the standard of writing since the previous inspection. This is linked to the insufficient opportunities for pupils to develop, and practise, their writing skills in other subjects. Many pupils do not write letters of a consistent size and do not discriminate between tall and short letters. The more fluent writers write imaginatively, use punctuation accurately and spell simple words correctly. They begin stories in interesting ways; for example, a Year 2 pupil began 'Lost at the Fair' with the phrase 'It was cold, dark and spooky'. In Years 1 and 2, pupils of average attainment progress from writing simple sentences to short pieces. Some use capital letters and a full stop accurately. However, many lower attaining pupils often struggle to express ideas clearly; they write short pieces and do not develop their ideas. Pupils make slow progress in spelling; however, the school is aware of this and has introduced a greater range of activities to improve pupils' attainment and progress. The development of vocabulary, structuring ideas and increasing the complexity of the writing is hindered by infrequent opportunities to write.

91 By the end of Key Stage 2, pupils' attainment in writing matches the levels expected for their age. Many pupils write imaginatively and begin to use more formal writing styles. For example, pupils in Year 6 studied writing by Shakespeare on the 'Seven Ages of Man', made notes on what they thought it meant and then wrote their own modern version. Their modern translations concluded with accurate phrases such as, "The final stage of his life ends without teeth, without eyes, without taste, without everything'. The range of writing is wider for the older pupils in Key Stage 2 and includes stories, plays and letters. Pupils are improving their spelling because of the emphasis placed on it by the school and the strategies implemented by staff. At the beginning of the key stage, and in subsequent years, considerable emphasis is placed on developing and understanding the correct use of English. Pupils successfully complete exercises aimed at improving punctuation and understanding of parts of speech such as verbs, nouns and adjectives and the use of past and present tense. As they progress through the key stage, they use and understand direct speech and know how to structure their writing. Pupils make satisfactory progress in increasing the range of writing. For example, pupils in Year 5 wrote a diary from the viewpoint of a scarecrow and the following introduction shows the sympathy they had with his plight 'Brrr it's freezing out here, really dark and spooky. Huh! Its okay for you stuck in a bed, snug as a bug, you live the life of Riley'.

92 Throughout the school, pupils with special educational needs and those with English as

an additional language are provided for very well and they make good progress in Key Stage 1 and very good progress in Key Stage 2. Their individual education plans are good and used effectively by teachers and support staff to provide work that is well matched to their needs. The additional help by the support assistants is very well organised, they work very closely with teachers and the quality of this teamwork makes a significant contribution to pupils' attainment and progress. Accurate assessments are regularly carried out and these are used well when planning future activities.

93 The school has fully implemented all the elements of the Literacy Hour. This has had a positive impact on reading standards and is beginning to improve writing and spelling, but these areas are still identified as targets for the school to improve. Literacy skills are frequently promoted in other subjects but opportunities to promote literacy when using information technology to extend their understanding of word processing programs are not fully exploited. Extra curricular activities, for example, the drama club, and the involvement in special events such as the Victorian Day and the school 'wedding' greatly enhance the experiences of the pupils.

2 94 Pupils' response to their tasks is consistently good and occasionally very good. Most pupils are well behaved, listen attentively and are keen to take part in discussions. They sustain their interest well. Pupils treat books with respect and enjoy reading. Many pupils are keen to improve their reading and read their books at home, which has a positive impact on their attainment and progress. Pupils take pride in their work and are keen to point out their own pieces of work on display. Pupils, in both key stages, share resources sensibly and work well together and this has a positive impact on their learning.

95 The quality of teaching is at least satisfactory throughout the school and is mainly good, and occasionally very good, at Key Stage 2. Teachers show a good understanding of the subject, they use correct technical terms and encourage pupils to do the same. They plan work that is stimulating and relevant, structure lessons well ensuring that teaching is focused and pupils' interest and concentration are sustained. Teachers use skillful questioning to encourage pupils to think about their reading and writing, or make an improved response during discussions. They actively encourage pupils to talk about their work and take this opportunity to reinforce the correct use of language and vocabulary. For example, in a Year 6 lesson planning a story, the teacher encouraged pupils to use story seeds which led to interesting phrases such as 'the last step creaked really loudly' and 'shining in the light, a battered, metallic, blue bike'. Lessons are well managed and relationships with pupils are very good. Teachers use the literacy framework as a basis for their planning which is effective and shows the different activities that challenge pupils of different abilities. However, teachers at both key stages do not consistently reinforce handwriting skills and have sufficiently high expectations for the presentation of written work.

96 Most work is marked regularly and is most effective when it shows pupils how they can improve their writing, but not all teachers provide this level of feedback to pupils. There is very good liaison with those who teach pupils with special educational needs to ensure that pupils receive their curricular entitlement. Pupils with special educational needs and English as an additional language are well supported both in the classroom and by extra staff and they make good or very good progress. Parents and volunteer helpers are well briefed by teachers and make a significant contribution in the classroom when working on a range of literacy activities.

97 The English curriculum meets National Curriculum requirements and is very well managed. The co-ordinator supported staff in the introduction of the Literacy Hour and monitors its development well. Staff are aware of the need to increase the opportunities to practise the skills

acquired in the Literacy Hour to improve the standard of writing at both key stages. The ongoing assessment of pupils' progress during lessons is effective and ensures that further explanation or challenge is provided when appropriate. Assessment activities are planned and the results are used effectively to inform future planning and set targets for groups and individuals. The recording of progress in reading and writing is thorough and gives a clear picture of pupils' attainment and progress. Evaluation of the curriculum and pupils' achievements are now strengths of the management of the subject and are beginning to have a positive effect on pupils' attainment and progress. All pupils have equal access to the English curriculum and the same opportunities to make progress. The quality and range of resources are good and managed effectively.

2 Mathematics

98 In the 1999 National Curriculum tests at the end of Key Stage 1, pupils' performance in mathematics was below the national average for seven year olds. It was also below the average attained in similar schools (those with a similar percentage of pupils eligible for a free school meal). Pupils at the end of Key Stage 2 attained above the average for their age and standards were also above average when compared with similar schools. Pupils at the end of Key Stage 1 made substantial improvements in 1997 against their 1996 levels but this was not sustained in 1998 or 1999. Results over recent years show fluctuations from year to year and reflect the number of pupils with special educational needs in each year group. At Key Stage 2, standards dropped in 1997 but show a rapid improvement since then. The last inspection of the school indicated that most pupils achieved the standards in line with national expectations for their age. These standards have not always been maintained at Key Stage 1 but have substantially improved at Key Stage 2.

99 Although there is an improvement in pupils' current work in Key Stage 1, standards are still below the national expectations for pupils at the end of this key stage. Teachers in Key Stage 1 are beginning to implement the numeracy hour and there is an improvement in mental arithmetic, but they do not yet plan sufficiently challenging group tasks to meet the needs of all pupils. In Key Stage 2, about two thirds of pupils attain standards that are above the levels expected nationally for pupils aged eleven and about a third attain standards that are broadly in line with the national expectations for their age. By the end of the key stage pupils' attainment is above the national expectation for their age. Throughout Key Stage 1, pupils make mainly unsatisfactory progress but throughout Key Stage 2, progress is good. This reflects the substantial amount of good teaching in this key stage. The school has focused on mathematics in the past year and this has made a substantial improvement in Key Stage 2. Pupils with special educational needs make good progress against their individual targets. Their work is mainly well matched to what they already know and this supports their progress. These pupils, and those with a statement of special educational need are well supported by classroom support assistants. The few pupils for whom English is not the first language make at least sound progress.

100 Pupils in Year 1 develop a sense of number and match objects, count and make simple calculations using addition and subtraction up to ten, and occasionally to twenty, using number apparatus to help them. The higher and average attainers have a grasp of the values of the tens in two digit numbers. Pupils double numbers from one to five accurately and many are able to name numbers near to a given number in a sequence. They are beginning to predict simple patterns in a sequence of numbers. However, many lower attaining pupils find ordering numbers one to ten difficult, while higher and average attaining pupils are beginning to do this accurately and to identify missing numbers within the range of ten to twenty. Pupils learn about money through

practical shopping activities. They are developing an understanding of measuring length using non-standard measures and then use standard measures such as metre sticks and rulers.

101 By the age of seven pupils are developing their understanding of work on the addition and subtraction of tens and units. However, progress is slow and few pupils in Year 2 apply this accurately to problems where they are required to add or subtract two numbers, each smaller than twenty. They build on previous work to develop an understanding of place value. A few are able to round numbers up or down to the nearest ten but many do not have a secure grasp of the process. Pupils in Year 2 are able to accurately find factors of ten and about a third of the class know the factors of 20. They recognise all coins and solve simple 'shopping' problems. Most pupils order the days of the week with reasonable accuracy but are less secure about the months of the year. In work on time, many pupils are beginning to recognise hours, half hours and a few recognise quarter hours on a clock.

102 Year 2 pupils worked on shape and space and most recognised and named basic two-dimensional shapes with up to four sides and realised that in some shapes the angles were different and in others, the same. Lower attainers found this work difficult; they could count the number of sides in a shape and identify its name, but only with adult help. All pupils drew round templates of shapes with up to eight sides and were required to name them using given cards. Many were not able to read the cards and drawing and writing were weak. They drew and coloured the shapes but made little progress because their learning was inhibited by the repetitive colouring-in task. Pupils find information and can construct simple bar graphs to record their findings but they do not use these sufficiently well to draw conclusions.

103 Pupils' progress is mainly good throughout Key Stage 2 and they consolidate their knowledge and skills as they move up through the Key Stage. In Year 3, pupils work is still below expectations for their age and reflects their below average levels in tests at the end of Year 2. However, they are improving their competence in working within the three and four times tables and many can produce simple grids to show a multiplication facts. There is a broad range of attainment in Year 4 and the class has a high number of pupils with special educational needs. All pupils make good progress in their acquisition of mathematical skills. Many make an accurate 'fraction wall' to show equivalent fractions from one to sixteenths. Over time pupils learn to read record time using hour, half hour, quarter hours and recognise three quarters of an hour. Many read and write the time accurately to five minutes. Pupils learn and apply seven and eight time multiplication tables. They recognise negative numbers and are developing an awareness of the properties of different shapes, including a parallelogram and trapezium. Pupils collect data and present it using bar charts and pictograms.

104 In Year 5, pupils make good progress in their work on position and direction. They make good progress in locating different shapes (square, pentagon) on a co-ordinate 'board'. Pupils of all levels of attainment successfully use co-ordinates to form the different shapes in the grid and many build on previous work to name the shapes correctly and to identify some of their properties. Pupils in Years 5 and 6 build on previous work and by the end of the key stage make good progress in their understanding of place value in numbers up to 1000. Pupils in Year 6 are gaining confidence in applying what they know to solve problems. They have worked on area and in a lesson on perimeters most pupils knew the best units of measure to use to calculate the perimeters of different sized areas. For example, to measure the area of a field or room compared to a small box. From their practical work, higher attaining pupils identify the formula in order to calculate any perimeter and apply this to solving problems and to creating their own problems to finding the perimeters of regular and irregular shapes. Most pupils know the names of shapes and make good

guesses for nine and ten sided shapes. By the end of Key Stage 2, pupils have a quick recall of number facts and know the values within different ways of showing numbers. They accurately list a mix of fractions, percentages and decimals in order of size. They present data in different ways; many competently construct and interpret simple line graphs and the more able interpret graphs and diagrams and draw conclusions. They understand and use the vocabulary associated with probability including 'fair', 'certain' and 'likely'. Throughout the key stage, pupils are refining their knowledge and use of appropriate mathematical language.

105 Pupils at both key stages respond well to their work in mathematics. They enjoy the daily mental arithmetic sessions at the start of each lesson and are eager to answer questions. Most pupils listen carefully to questions and follow instructions well. They work well in pairs and groups and there is good collaborative work in Years 5 and 6. Most pupils behave well in lessons and concentrate on their tasks. The few pupils with behaviour problems are well managed and supported to minimise any possible disruption to learning. Pupils take turns and share equipment sensibly. They get out and return resources and the older pupils in the top years of Key Stage 2 work independently. Most pupils take a pride in the presentation of their work.

106 In the last inspection of the school, teaching and learning were described as sound throughout the school. The quality of teaching has been maintained at Key Stage 1 and improved at Key Stage 2, where teaching is good. Teachers are committed to raising standards and most have high expectations of their pupils and ensure that pupils are aware of these. The recently introduced National Numeracy Strategy is carefully planned and implemented in most lessons. However, in Key Stage 1, staff are not yet confident with all aspects of the strategy. This reflects the long use and reliance on a published scheme in this key stage that did not enable sufficient direct teaching or promote the development of investigative skills.

107 In most lessons teachers plan for a good range of practical and investigative activities that motivate pupils well and this supports their progress and attainment. Teachers ensure a good balance of time between whole class teaching and opportunities for work in groups and pairs. There are good opportunities at the end of each lesson to enable pupils to share what they have learned or to describe different strategies they have used to solve problems. These sessions are also used effectively to check upon and reinforce pupils' understanding. Teachers successfully develop pupils' mental recall of number facts and this is having a positive impact on pupils' progress. Most teachers have a secure understanding of the subject and this is used well to match work to the different ranges of attainment within the class. In most lessons time is used well and resources are well chosen and managed effectively to promote pupils' independence. The last inspection report stated that the recording and analysis of assessments were not used sufficiently well to plan the next stages of work, there was no coherent recording system. Teachers have worked hard to improve assessment and carry out regular and accurate assessments of their pupils' progress and attainment. They use the information effectively to track the progress of individual pupils and to target support where it is needed.

108 The school's participation in the National Numeracy Strategy ensures that there is increasing challenge as pupils move up through the school. The curriculum is well matched to the Numeracy Strategy requirements and ensures sound coverage across all mathematical areas. The co-ordinator gives a good lead and provides sound support to colleagues. The results of national tests have been analysed and support has been targeted to improve the progress and attainment of individual pupils. This is beginning to have a positive impact at both key stages. Good links are established with Hull University, where pupils likely to attain at the higher levels attend a weekly mathematics club and this impacts upon their confidence in responding to challenge. Useful links

are made between mathematics and work in science, where pupils use their mathematical skills to present findings in graphs and tables. In geography pupils work on maps using an increasing range of co-ordinates as they move up through the school. Pupils use competence in measures to support their work in design and technology. Resources are good and are used effectively to support learning.

2

2 Science

109 Standards of attainment in science are in line with national expectations for pupils at the end of both key stages. Progress is satisfactory throughout the school, with examples of good progress in a number of Key Stage 2 lessons. The 1999 teacher assessments in science at Key Stage 1 indicate that standards match the national average and the average attained in schools of a similar type. At Key stage 2, in the 1999 national tests, pupils' attainment in science was in line with the national average and with the standards attained in similar schools. The outcomes of inspection in science support these results.

110 By the age of seven, pupils conduct simple observations to compare different materials. They describe their characteristics and begin to evaluate their uses. For example, they examine differing building materials; slate, brick and stone. Pupils compare their texture and strength and make appropriate suggestions for their use. They recognise that slate is waterproof and suitable for roofing. Higher attaining pupils discuss the merits of brick and stone for building walls. Pupils are aware of factors which promote healthy living. They can identify fat, starch and proteins in foods. They know that milk is an important ingredient linked to the growth of healthy bones. Pupils know the functions of the heart, lungs and are aware that oxygen is vital to human life. Pupils study various forces; for example, they know that electricity is used to provide power within the home.

111 By the age of eleven, pupils are competent in devising and conducting a fair test. They complete all the stages of an experiment correctly. For example, they look carefully at different types of paper and predict which will absorb water and which are waterproof. They test the papers, record their findings using a range of suitable methods, such as charts, tables and bar and point graphs and identify well thought out conclusions. Pupils study the growth of plants and know the functions of germination and pollination. They know that a food-chain is vital to the survival of wild life and they can identify predators. Pupils are aware of the major constituents of the human skeleton. They know that the rib cage protects the major organs and know the functions of some of these; for example, the kidneys. Pupils know that the consistency of materials can change when affected by external forces. They recognise that heated liquids turn into vapour and that some processes can be reversed. Pupils conduct further tests on materials to identify their properties and compare one with another. Pupils know how to construct a simple electrical circuit and know the functions of insulators and conductors. They carry out experiments to test for friction, using different materials. Most pupils know about the effects of gravity and can distinguish between push/pull forces.

112 Progress is satisfactory throughout Key Stage 1. Pupils' knowledge and understanding of science develops across all strands of the curriculum. For example, they consolidate their understanding of different materials and their usage. Through such work they begin to develop skills in carrying out observations, leading to simple experiments. They increase their understanding of health issues and being to identify factors which promote good health. In Key Stage 2, progress is satisfactory as pupils become competent in completing experiments and use these skills to support their work in other subjects. Where there is good teaching, progress in lessons is good. For example, older pupils in Key Stage 2 benefit from specialist teaching to plan experiments which discriminate between differing variables. Other pupils gain good levels of understanding concerning the function of the heart. Overall, throughout the school, pupils cover the full range of scientific work required at their level. Pupils with special educational needs often make good progress in science lessons, being ably supported by specialist staff. The few pupils for whom English is an additional language do not require language support and attain similar

standards to the others in their year group.

113 In both key stages, pupils respond positively in lessons and behave well. They sustain concentration and listen attentively. There is a good working atmosphere in many lessons. Pupils are keen to carry out practical work and collaborate effectively, they share knowledge and resources sensibly. Many pupils handle equipment sensibly and take responsibility for getting out and returning resources and materials. They respond well to homework and enjoy finding information to support their work.

114 The standard of teaching is satisfactory in Key Stage 1. Careful planning is evident and teachers have a secure knowledge and understanding of the subject. Most resources are used appropriately, however information technology is used insufficiently. Pupils are managed effectively in a positive atmosphere. Good use is made of support staff. On-going assessment enables tasks to be matched to abilities well. In Key Stage 2 standards of teaching range from satisfactory to very good, and are good overall. Planning is detailed and subject knowledge is good. Where specialist teaching occurs in Years 5 and 6 it is very good. Effective questioning promotes thinking well. Pupils are managed well on most occasions. Tasks are devised which provide opportunities for all pupils to make progress. Good use is made of support staff, who contribute effectively to the whole learning environment. Overall, there is a clear relationship between good teaching and good progress made by many pupils, particularly in Years 5 and 6.

115 The co-ordinator is providing good leadership in monitoring the curriculum and supporting colleagues. This has a positive impact upon teaching and learning. Assessment arrangements are good and provide ample information for future planning. The subject makes a good contribution to the development of literacy and numeracy. Since the last inspection standards of teaching have improved and better use is made of investigative techniques across the science curriculum.

2 OTHER SUBJECTS OR COURSES

2 Art

116 In both key stages pupils make satisfactory progress. As they move up through Key Stage 1, pupils develop sound painting skills, and use a range of techniques. They employ sponge, string and glue stick competently to produce abstract paintings which make good use of colour and imagination. Pupils use pastels and chalk to draw fairground scenes, which contain considerable detail. Again, colour is used imaginatively. A range of other materials is also employed. For example, the story of the 'enormous turnip' is illustrated in crayon. Pupils use crepe paper and autumn leaves, to produce effective collages. They develop appropriate skills in observational drawing and use clay appropriately to create animal models.

117 In Key Stage 2, pupils broaden and consolidate their painting skills. They paint portraits which accurately represent historical figures, such as William Wilberforce. Pupils study the work of famous artists, such as Van Gogh, Monet and Picasso. They are able to draw and paint perceptively in the styles of these painters. Good use is made of colour, light and shadow. Through this, pupils acquire useful insights into differing artistic styles, such as impressionism.

118 Many pupils develop good skills in observational drawing. For example, Year 3 pupils use Victorian artefacts to draw detailed representations of every-day objects such as flat irons and

furniture from that era,. Pupils use quilling techniques well for collage. They pay attention to fine detail and this was evident in their 'owls' and 'flowers'. In this work, they made good use of delicate materials, such as ribbon. Pupils develop skills in block printing, creating designs and pressing onto paper to reproduce these in colour. Pupils also work in clay, though no examples of this were available during the inspection. There is little current opportunity for pupils to work with photography or to use art programs on computer.

119 From the examples of work seen throughout the school and from the lesson observed, pupils clearly respond positively and work hard in this curricular area. It provides opportunities for both independent and collaborative work and these are accepted by pupils positively and sensibly. Behaviour is good and this supports pupils' concentration. They use tools and equipment sensibly.

120 Only one lesson was observed during the inspection. However, evidence from the wide range of work seen shows that standards of teaching are at least satisfactory, with some effective teaching at Key Stage 2. Planning is detailed and care taken to ensure that pupils have adequate resources. Subject knowledge is secure and a range of techniques are taught. Pupils are provided with a varied range of challenging tasks. A particularly good assessment arrangement is in place. All pupils, from reception to Year 6, complete an observational drawing of a similar object. This is assessed to identify progression in skills. The newly appointed co-ordinator is also monitoring the curriculum carefully and developing a portfolio of pupils' work to track progress in all areas taught. Standards and progress have been successfully maintained since the last inspection.

2

Design and technology

121 Throughout both key stages, pupils, including those with special educational needs, make satisfactory progress. The school has maintained pupils' standards in design and technology since the last inspection and improved provision for the subject by providing a scheme of work that ensures pupils build effectively on their previous learning. The school is well placed to implement any future initiatives.

122 In Key Stage 1, pupils show good co-ordination and control in careful cutting and in handling materials to achieve a desired effect. For example, pupils in Year 1 used card, string and coloured materials to weave attractive patterns. They worked very effectively with the classroom support assistant to design and make model animals using clay. Some of their finished models were very realistic and in discussions they proudly showed how well they followed their own designs. Pupils in Year 2, use materials imaginatively to create hand puppets and scenes that show figures on a landscape. They evaluated their finished products and made sensible suggestions of how they could be improved, some noted that the face on the puppet did not look real. They work collaboratively in pairs and share and record their ideas. Pupils use the skills they have learned in earlier lessons. Their manipulative skills are extended through the use of construction equipment throughout the key stage and most pupils produce models of a satisfactory standard.

123 In Key Stage 2, pupils in Year 3 made Viking Long-boats using card, wood and other materials and gave clear, honest evaluations of their finished product. One comment summed up the evaluation very succinctly 'I am pleased with my boat but it looks more like a Viking Short boat'. Pupils speak clearly about the advantages and disadvantages of gluing, stapling or using cellotape as means of construction. They gather information widely for their ideas. They note and sketch initial ideas and try to work out which is likely to work best. For example, pupils in Year 5 design and make wind powered land craft. They are aware of the fitness for purpose of different construction materials. The recipe, mould, design and packaging of chocolate bars by pupils in Year 6 show good progress in measuring accurately and evaluating their finished product.

124 Pupils have positive attitudes to their work. They listen carefully to their teachers and are eager to talk about what they do and are proud of their achievements. Pupils work well together, respecting each other's points of view. For example, in a Year 3 lesson, pupils were examining different cards with moving parts. They worked in pairs and small groups when using card and paper to make simple pivots and springs before making their own moving models. They showed awareness of the design process and evaluated and discussed their own work and that of others. Behaviour is good and pupils often work diligently without direct supervision. Pupils are enthusiastic about the subject. They enjoy the activities and are proud of their achievements.

125 The teaching of design and technology is good. All aspects of the design and technology curriculum are covered and often well linked to other subjects. For example, Year 6 pupils make a buzzer game using their knowledge of circuits so that the buzzer sounds if the hoop being passed along a twisted wire, touches it. Teachers plan their lessons well and show a good understanding of the subject. Their planning provides good links with other subjects such as English, mathematics, science, history and information technology. Relationships in the school between teachers, pupils, support staff and volunteer helpers are very good and make a significant contribution to pupils' attainment, progress, personal and social skills. For example, older pupils are encouraged to work together to make models and to critically evaluate their own and each other's work. Introductions to lessons are informative and clear instructions ensure that pupils know exactly what they have to do. Questions are used skillfully to encourage pupils to talk about

their work and this contributes to the improvement of pupils' language. Time is used well at the end of the lesson to share and confirm what has been learned.

126 There is a clear policy and scheme of work, which follows national guidelines. It provides good guidance for teachers' planning and raising expectations of what pupils can do. A design notebook has been introduced which pupils use effectively, it also provides a way of assessing progress over a longer period of time. Assessment opportunities are specified and appropriately focused on the development of skills. Planning is carefully monitored and equipment and resources are being built up to support the curriculum. At present resources are satisfactory.

2 **Geography**

127 Progress is satisfactory throughout the school. Pupils develop mapping skills as they move up through the school. In Year 1 they develop an understanding that maps represent a real area through making picture maps of their route to school and plans of the school to show the route to different parts of the building. In Year 2, they draw scale diagrams of their classroom and record details of the school grounds. Pupils colour and label a map accurately to locate European countries and capitals; for example Spain and Madrid. Pupils name the four seasons and, using photographic evidence, can describe their main features; referring to sunshine in summer and snow in winter. They also comment appropriately on leaves falling in autumn and lambs born in spring. Pupils make appropriate progress in developing the skills necessary to record this information.

128 As they move up through Key Stage 2, pupils develop their mapping skills appropriately and become familiar with scale and direction. They use town maps to locate areas of land used for different purposes and identify features such as roads and buildings. Pupils are able to identify specific features using grid references to six figures on an ordnance survey map. They conduct a river study and can identify specific features, such as tributaries and the estuary. They develop a sound understanding of environmental issues such as river pollution. They put forward valid ideas to reduce traffic in towns; for example, encouraging walking. Pupils develop independent research skills well. These include the use of information technology to interrogate data. However, their ability to do this is restricted by their lack of opportunity to develop this aspect of their work using computers.

129 Pupils are generally attentive and well behaved. They develop independent study skills and work together effectively on paired activities. Relationships are good. Pupils have good attitudes to learning, respond positively to questions and contribute effectively in discussion. They enjoy their work in geography, particularly when working in the environment. Pupils use equipment sensibly, for example when measuring rainfall over a period of time.

130 The standard of teaching is satisfactory in both Key Stages 1 and 2. In Key Stage 1 planning is clear and teachers have a secure knowledge of the subject. Resources are used appropriately, and there is good use of the local environment to support pupils' learning. Some effective cross-curricular links are in place; for example the use of poetry in Key Stage 1 promotes an understanding of the seasons and supports literacy. Whilst lessons are generally managed effectively, there is not always sufficient time allocated to pupils' tasks. Teachers have secure subject knowledge. In Key Stage 2, teachers use questioning skills effectively to promote discussion. Some useful cross-curricular links are in place. For example, numeracy skills are reinforced in work with co-ordinates and pupils use charts and graphs to present their findings. Pupils use books and computers to find information to support their topic work and this effectively promotes independent study skills well. Pupils' behaviour is managed well and relationships are

good. Classroom assistants give good support to class teachers and the good teamwork provides good support to pupils with special educational. Since the last inspection, a greater variety of resources have been introduced and some effective cross-curricular links formed with both literacy and numeracy.

2 **History**

131 Due to timetable arrangements no lessons were seen at Key Stage 1 during the inspection and only two lessons at Key Stage 2. However, evidence was available during the inspection from pupils books, wall displays, teachers planning, displays of artefacts linked to topic work and from discussions with pupils. This enabled judgements to be made. The majority of pupils throughout Key Stage 1 make at least sound progress and at Key Stage 2, progress is mainly good. Pupils with special educational needs make sound progress in relation to their earlier learning and are well supported by class teachers and classroom support staff to enable them to access the same work as their class-mates.

132 In Key Stage 1, pupils have a sound sense of the past and the present. They make at least sound progress in their understanding of chronology through studying sequences of events related to their family. The youngest pupils look at the early life of their Grandparents and find information about clothes, homes, transport and leisure through studying sources such as video material, books, photographs and posters. They make progress in the concept that some things change over time. They contrast modern cars with the 'mini' their grandparents might have driven and present their information in a collage for display. In Year 2, pupils make secure gains in their understanding of the past through a study of the history of their local area that focuses on the Newland Homes. These comprise a number of large Victorian houses which, together with the school, were originally established by the 'Sailors' Association' as an orphanage and school for the families of seamen who had died at sea. Pupils are beginning to understand what life in the homes was like and are aware of how this contrasts with their life today. Pupils make good progress in their use of sources such as photographs, old newspapers, books and artefacts and use them well to find out about life in the homes. They learn about local people and events and are able to understand their impact on their area.

133 In Key Stage 2, pupils make good progress. They show a developing sense of chronology as they learn more about the Victorian Era and make a time-line to show significant inventions, people and events. Two years ago the school celebrated its centenary and held a 'Victorian Week' involving the whole school. The photographs, video material and pupils' books recording the event are used well by the teacher to enable the pupils to build on what they learned then about what life was like in the Victorian classroom. Pupils make good progress in their investigations into the way of life in a rich household and contrast it with a poor Victorian home. Year 4 pupils study life in Britain since the 1930s, with a focus on their own area of Kingston upon Hull. In work on the Second World War, the teacher effectively links work to the pupils' own area and they gain an empathy with children who were evacuated from Hull during the blitz. Pupils correctly identify different sources of evidence such as time capsules, books, film, newspapers, archaeology, artefacts, CD-ROMs and the Internet. They write postcards home in the role of an evacuee and use what they have learned to decide what they would take with them in their suitcase.

134 By Years 5 and 6 pupils understand that history is supported by evidence and that different sources can help them to access and understand this information. In a well-planned lesson

on Ancient Egypt, pupils in Year 6 used a cartouche of the hieroglyphs that show their name and many successfully compared the different symbols to gain an understanding of which letters or sounds they represent. Many pupils were then able to use these to create messages for their partner, who also used hieroglyphic symbols to write their reply. Pupils make good progress in their understanding of how archaeology has enabled hieroglyphics to be deciphered in order to find out about the religion, leisure, food, clothes, jewellery and way of life of people in Ancient Egypt.

135 Many pupils enjoy history. They are interested in their own area and in other peoples and places. Most pupils respond well when using books or computer programs to find information to support their work. They show an empathy with the feelings and problems of people in the past. For example, in a whole school visit to the local Museum of Army Transport, pupils dressed as evacuees and carried 'gas masks'. They behave well in lessons and handle artefacts carefully. Many pupils enjoy using art and design skills to produce copies of jewellery and artefacts linked to the periods they study.

136 The quality of teaching has improved since the last inspection; it is at least sound and sometimes good at both key stages. Teachers' subject knowledge is secure and this enables them to plan a rich and interesting range of topics. They make good links between history and subjects such as drama, mathematics, art, geography and design and technology. Links with English are mainly sound but opportunities to extend writing skills in history are limited at Key Stage 1. Resources are well matched to the tasks and photographs and artefacts are used well to enable pupils to find information. Teachers and classroom support staff provide good support to pupils with special educational needs to ensure that they can take a full part in the activities and to ensure their understanding. Teachers very effectively enhance the curriculum through a wide range of well-planned visits to museums and historic sites, through drama and role-play and through the contribution of visitors. This enrichment of the curriculum has a very positive impact upon pupils' progress and attainment.

2 Information technology

137 Few information technology lessons were observed during the inspection. However, these together with the scrutiny of pupils' work, examination of classroom displays, discussions with teachers and pupils and incidental observations during other lessons, provide sufficient evidence to enable judgements to be made.

138 By the end of both key stages, pupils' attainment in information technology is below the level expected for their age. This is because of inconsistent use of information technology to record and handle data in other subjects and the lack of opportunities to regularly use computers for more complex operations. For example, few pupils use computers to control and monitor experiments in subjects such as science and geography, or to investigate options in real or imaginary situations such as finding their way through a story program where their decisions affect the way the plot develops.

139 Word processing skills are developed satisfactorily throughout both key stages. By the end of Key Stage 1, pupils' attainment matches the level expected for their age in using a simple word processor, an art program and a tape recorder. For example, pupils in Year 1 use an art package to create pictures and use the mouse to control the paintbrush on the screen. They change the colour, size of the line and produce recognisable pictures of animals. Pupils understand how to block in parts of the picture in different colours. In Year 2, pupils use a word processing program

effectively on a project about themselves. They typed information about their family and produced simple graphs about the length of different pupils' hair in their class. With adult help they printed their work and saved it for future reference.

140 By the end of Key Stage 2, pupils' attainment matches the level expected for using word processors. They incorporate pictures in their work and use simple data programs to create graphs. In Year 4, pupils designed a school rules poster and used different sizes and colours to create a dramatic effect. They moved sentences around the screen and used the spell checker to make sure words were correct before printing their work. This work is developed well in Year 6 when pupils create their own storybooks. They use screen graphics to produce pictures, type in the text, spell check it and then use the recording facility to read the story. Two pupils very proudly showed their creations entitled 'Celebrity Death Watch' and 'The Thing 2'. In discussions with pupils in Years 5 and 6 they explained how they create stories on the screen drafting and redrafting their work until they are satisfied, how to load and save work and how they make mathematical patterns by controlling a pointer on the screen. They do not use programs to control or monitor experiments in science and limited competence in setting up and testing ideas in simulations in subjects such as English, design and technology or geography. The school is aware of areas for development and has very good plans to improve provision for information technology. Standards have not improved since the last inspection. This is partly due to the shortage of resources because the school is waiting to purchase new equipment and set up a computer suite.

141 Pupils make mainly unsatisfactory progress overall in information technology in Key Stage 1, although they make satisfactory progress in the limited number of elements of information technology that they study. They know how to start a tape recorder by pressing the correct button. Pupils in Year 1 use the computer to draw themselves on the screen and, with the help of a parent volunteer, type their name accurately. Pupils in Year 2 explained how they use a screen robot to draw different mathematical shapes. They use computers to support their work in English. For example, in discussion, pupils in Year 2 explained how they write sentences on the computer, correct mistakes, use the space bar and return keys. They write in different fonts and change the size of texts and some pupils explained how they could save and print their work. Pupils described how they produce simple graphs, for example, they enter the different hair colour of classmates and identify which colour is most prevalent.

142 Pupils make unsatisfactory progress in information technology in Key Stage 2 due to the limited resources to enable them to fully develop their work in all the areas required for this subject. However, they make steady progress in their ability to use a word processing package, an art program and how to enter simple data into a spreadsheet. Pupils in Year 6 described how they used a commercial program to create a story for younger pupils by using pictures and simple descriptions; they combined their finished pictures with text and recorded the story to create a speaking storybook effect. Pupils are beginning to use adventure programs. For example, pupils in Year 4 used the arrow keys to move through a series of pages on the screen and answered mathematical problems to move to the next stage. Pupils throughout Key Stage 2 use word processing packages to improve their writing, they edit and move text around the screen and, older pupils in particular, are confident to load, save and print their work in a variety of colours. For example, pupils in Year 4 used a word processing program to write non-rhyming poems in the style of Michael Rosen. In discussions with Year 6 pupils they described how they use the compact disc to find information for their history topic on the Ancient Egyptians. Pupils are beginning to control events on computers and pupils in Year 5 create stars by entering distance and angle commands. However, these applications of information technology are not developed consistently throughout the school. Pupils with special educational needs make unsatisfactory

progress because of the limited provision and access to resources.

143 Pupils have very positive attitudes; they enjoy working with computers and help each other with advice. They take turns on the keyboard and understand how to use some of the programs effectively. They are all eager to know more and to investigate new aspects of the subject. They are well behaved, listen to instructions and, when given opportunities to work independently, they concentrate well on the tasks. Many pupils take justifiable pride in the quality of their completed work. For example, pupils in Year 6 were keen to explain how they were using a spreadsheet to record weather data and produce line graphs to show the rainfall over a period of three weeks.

144 The quality of teaching is satisfactory in both key stages because teachers use programs they understand and are confident in the aspects of information technology taught. This does not extend to all aspects of information technology and training courses are planned to improve teachers' awareness of how new equipment can be used when it becomes available. The information technology scheme of work provides teachers with good guidance when planning lessons. Teachers use this guidance effectively to plan the use of information technology using a rolling programme for pupils throughout the week. However, the use of information technology is inconsistent throughout the school. During the inspection, especially in the morning when literacy and numeracy are taught, computers were switched on in all classes but were often unused. However, when information technology is used, teachers question skillfully, organise their lessons well to allow pupils to work independently and formally assess pupils' progress. Sometimes information technology is used successfully to enable pupils to practise basic skills such as spelling and number, and to find information to support learning in science, geography and history. The computer club, run by staff, makes a very good contribution to the knowledge, skills and understanding of information technology for those pupils who participate.

145 The information technology curriculum is not sufficiently broad and balanced in both key stages because all the elements have not been effectively covered in the past and this has an adverse impact on the pupils' present attainment and progress. Statutory requirements are not fully met for all aspects of the subject such as modelling, using simulations and control technology. The subject is well led and the co-ordinator has produced a very good action plan that identifies the future needs of the school and the training necessary to meet the requirements of the National Curriculum. The co-ordinator supports individual members of staff and promotes their use of information technology skills during lessons and provides good informal support when required. Clear assessments are built into the scheme, based on National Curriculum level statements. The resources for information technology are inadequate. However, the finances required to improve the situation are available and the school intends to create a new information technology suite and provide the full range of equipment required.

2 Music

146 The previous inspection found the standard of music met national expectations for the subjects and was above this for many pupils. The high quality of music has been maintained; inspection findings show that pupils' progress in music is mainly good at Key Stage 1 and is good, and often very good, at Key Stage 2, where lessons are taught by the co-ordinator. Pupils with special educational needs work at their own level and make sound progress. Singing in hymn practice was tuneful and pupils consolidated their recall of words and tune. At Key Stage 1, pupils learn to sing a variety of songs and use untuned percussion instruments to beat a rhythm to

accompany the tunes. In a Year 1 lesson, pupils followed the directions in a broadcast and learned a song about ‘monsters’. They quickly learned the words of the chorus and sang the words correctly and tunefully. They listened carefully to the music and responded well to the music with movements that reflected their impressions of the monster. Pupils at this key stage sing, play a steady beat and respond to directions to play soft and loud sounds. In Year 2, pupils use chime bars and percussion to accompany more challenging songs and are able to listen to music and to talk about the feelings and mood it inspires.

147 The last inspection report indicated that the ‘encouragement of expression and musical imagination in composition’ was not frequently encouraged. This has improved and Key Stage 2 pupils consolidate and build upon their earlier learning and make good progress in performing and composing. In Year 3, pupils listen carefully to pieces of music and match descriptions to them. They make good progress as they work as a class to improvise a piece of music. Most find effective ways to record it using graphic notation, which enables them to devise their own pictures or symbols for individual notes. In a lively lesson they worked in groups and used their voices and percussion instruments to create the sounds of fireworks as part of their composition ‘Bonfire Night’. Pupils chose well thought out symbols to show the sounds they had created and could use this graphic notation to repeat and refine their composition, and to play it to the rest of the class.

148 Work is increasingly challenging as pupils move up through the key stage and pupils sing songs from memory. Pupils sing sweetly and with due regard for breathing and posture. Their rhythm is accurate and notes are pitched and sustained correctly. By the time they are in Year 6, pupils are able to sing many well-known songs from memory. They compose pieces of music using voice and a range of instruments. In some cases these instruments have been designed and made by the pupils. Most pupils are confident in their use of graphic scoring techniques. In a very good Year 6 lesson, the pupils rapid progress was directly linked to the high quality teaching. The pupils tried different types of drums from around the world and listened to a recorded demonstration of drums by Pedro. Many pupils could count the drums used and volunteer solo improvisations. Pupils knew the names of most of the drums and used them to create a good rhythmic beat. The well-chosen resources, and the opportunities to listen to the music of a steel drum reinforced their knowledge of non-Western music. Pupils were able to talk about the music and to confidently share their opinions and feelings

149 The previous inspection report stated that a significant number of pupils learned to play a good range of tuned and untuned instruments. This is still a strong feature of the music-making in the school and a substantial number of pupils learn to play an instrument. Many pupils learn to play the recorder in lessons and in extra-curricular clubs. The school also has many pupils who choose to learn to play an instrument with tuition from the local authority’s peripatetic music service. The school orchestra is drawn from these groups of pupils, who show a high level of commitment in attending rehearsals. The music made by the orchestra is of high quality and reflects the hard work of the music co-ordinator. Pupils volunteer to sing in the choir and they create a bold, natural sound that is pleasing and in tune. Pupils in the choir work hard to learn new songs and make good progress in their performance.

150 Pupils enjoy their music, work hard and listen carefully. They work well in groups and pairs to create their own pieces of music and persevere when learning new songs. Pupils show good attitudes and care for the instruments they use. They share instruments sensibly in class music lessons. They enjoy listening to each group’s composition and applaud spontaneously. Most pupils settle quickly and are attentive during teachers’ explanations. The youngest pupils are keen to make music and play their instruments very enthusiastically. In a lively lesson, Year 6

pupils thoroughly enjoyed their work and responded well when challenged to improvise on the drums. Pupils behave well and this reinforces their learning.

151 The quality of teaching is mainly good at Key Stage 1. The specialist expertise of the music co-ordinator results in teaching that is very good and sometimes outstanding at Key Stage 2. There has been an improvement in the quality of teaching since the last inspection. The co-ordinator has worked with staff to devise a useful scheme of work. The school has a number of teachers who are confident in teaching music and this ensures that the subject is developing well. The curriculum for music is enhanced by the wide range of opportunities for pupils to take part in musical events beyond the school. For example, Key Stage 2 pupils join others from schools in the area to sing at Hull City Hall, take part in carol festivals and sing to entertain senior citizens. The school has a strong music tradition and pupils are involved in presenting a performance with drama and music each term. These are well attended; parents are pleased with the high quality of these performances and are proud of the high standards reached by their children.

2

2 Physical education

152 In the last inspection of the school standards in physical education were satisfactory, with higher attainment in a few lessons, particularly in games skills. Since then standards have been maintained at Key Stage 1 and improved at Key Stage 2. Pupils make sound progress throughout Key Stage 1 and good progress as they move up through Key Stage 2. By Years 5 and 6, progress is very good and pupils' work is often of high quality. This reflects the school's policy of making the best use of teachers' specialist skills by enabling them to exchange classes in some subjects. As a result, pupils in Years 5 and 6 benefit from the specialist skills of the co-ordinator for physical education. Throughout the school, pupils build well upon their earlier learning to improve their skills across the programmes of study. Many make gains in their physical skills within the session. Pupils with special educational needs take part at their own level of physical development, are well supported and make at least sound progress.

153 Pupils in Key Stage 1 work with benches, trestles and mats and are developing skills in landing correctly after jumping from apparatus. They bear their weight on different surfaces and parts of the body as they develop balances on mats and apparatus. Pupils in Key Stage 1 move swiftly and lightly and are developing sound co-ordination. Year 2 pupils showed sound control as they hopped around the hall during a warm-up activity. They ran swiftly around the hall, and changed movement, direction and speed as they responded to a signal. Many pupils used space well as they followed or dodged a partner. Key Stage 1 pupils develop sound hand and eye co-ordination and practise ball skills in pairs. In Year 2 they practised over-arm passing and initially threw the ball wildly. However, after observing the good example of other pupils they refined their own throwing to show reasonable accuracy by the end of the session. They consolidate their skills of trapping, passing and directing a ball and apply these skills successfully to team games such as five-a-side football.

154 In Key Stage 2 many pupils build on their earlier work and use their co-ordination skills to make good progress in dance. They learn to express feelings and moods as they respond to music and to sequence their movements to create their own dances. Pupils rapidly develop good dance skills and in Year 5 pupils combine gymnastics and dance in their work on symmetry. They work in pairs to develop a controlled sequence of movements which they effectively build upon to create imaginative paired and group shapes, both symmetrical and asymmetrical. Pupils

memorised their sequences and used their gymnastics skills in a later lesson to create their own dance sequences linked to 'sunshine and warmth'. Many used expressive hand and arm movements and produced high quality sequences to interpret the movement of sunlight or the leaping of flames in a fire. Pupils in Years 5 and 6 plan their work well, watch each other's performance and evaluate and improve their own work. By Year 6, pupils sustain vigorous activity well and have a good understanding of the positive effects of physical activity on their health.

155 The last inspection report described well motivated pupils and this is still so. Pupils' attitudes to physical activities are often good; most pupils listen carefully and respond well to teachers' directions. They are eager to take part in the activities presented and relate well to their teachers and each other. Most pupils are keen to demonstrate their skills to the rest of the class. They watch others carefully and are quick to applaud their success. Throughout both key stages, pupils use space confidently and in most lessons co-operate sensibly to put out and return apparatus. In many lessons, they work well in groups and learn from each other. They work hard to practise and refine their own performance. Behaviour is mainly good and pupils are aware of the need to work safely. By the top years of the key stage, pupils are very enthusiastic and this reflects the effective teaching.

156 The quality of teaching is sound in Key Stage 1 and good overall at Key Stage 2, with very good teaching in lessons with Years 5 and Year 6, where the co-ordinator takes the lessons. All teachers have secure knowledge of the subject but in these very effective lessons the teacher's high level subject expertise was used very well to develop pupils awareness of the need for quality in their performance. Teachers' planning is good and is based on a well-structured scheme of work that ensures increasing challenge as pupils move up through the school. In a very good dance lesson, the teacher's excellent rapport with the pupils encouraged their success. Well timed interventions to make teaching points effectively promoted pupils' progress in developing imaginative dance sequences. Safety points are reinforced in most lessons and in many lessons pupils are encouraged to think about the importance of exercise and keeping fit. Most teachers provide supportive feedback and praise to enable pupils to improve their work. Good use is made of demonstrations by pupils to reinforce skills. Class control is mainly good. The pace of lessons is brisk and time is used well in most lessons.

157 Although only dance, games, gymnastics and swimming were taught during the week of inspection, teachers ensure that the programme for physical education provides a range of activities based on the National Curriculum programmes of study. Different games are played according to the season. The curriculum is enhanced by many extra-curricular clubs which are well supported and reflect the commitment of staff and pupils. These activities include football, rugby, hockey, netball badminton, swimming and cricket, according to the season. The skills learned in these clubs are frequently used in lessons. Teams that include both boys and girls play successfully in competitive tournaments with other schools. The school is now developing links with the 'Healthy Heart' project. There is equal access to the curriculum for all pupils. The subject is well led.

Swimming

158 The inspection of this school includes a focussed view of swimming, which is reported below.

159 By the end of Key Stage 2 most pupils swim at least 25 metres using a recognised stroke, and many swim beyond that. All pupils are able to move through the water for at least 25 metres

unaided and safely using non standard-strokes. Year 4 pupils attend a local swimming pool where swimming instruction is supplied by Kingston Leisure, under an agreement with the local education authority. Pupils swim for two sessions each week for a period of ten weeks. They are effectively taught by well-qualified swimming instructors. These staff are enthusiastic and plan carefully to provide increasing challenge within the session. This enables many pupils to make good progress in their swimming techniques and confidence in water. The pupils are taught in three groups to match their level of swimming ability. This enables pool staff to provide good support to non-swimmers to enable them to gain confidence in water, to float and to learn basic strokes. Those who can swim are taught to improve their technique, to use a range of different strokes and to swim on their front and back. More able swimmers work together to improve their performance within a more challenging programme that still ensures they develop good survival techniques.

160 Pool staff make ongoing assessments of pupils' progress in each session and share these with the school so that accurate records are kept. The pool staff have clear procedures to support pupils with special educational needs and enable them to make good progress. Pupils learn about water safety and this is reinforced in lessons at school. The school also offers extra-curricular swimming for pupils in Years 1 to 6. This is held in a pool on site and taught by two suitably qualified teachers. The school employs a lifeguard to be on duty during these sessions. A small charge is made for these lessons and they are well attended. They reinforce work done during the formal swimming lessons and enable those pupils who still need tuition to be given support in order to meet the National Curriculum swimming requirements by the age of eleven.

2 Religious education

161 Standards of attainment meet the requirements of the Locally Agreed Syllabus at the end of Key Stage 1 and progress is satisfactory. However, standards of attainment do not meet the requirements at the end of Key Stage 2 and progress is unsatisfactory.

162 By the age of seven, pupils know that the Christian and Jewish faiths are based upon belief in God and that these ideas are expressed in holy books. They can name the Bible and recall some familiar stories from it, such as Adam and Eve and the birth of Christ. They know that many Christians worship in Church and Jews in a synagogue. Pupils recognise the importance of ceremony and festivals, such as Easter and Passover. They study the Christian wedding ceremony. Pupils know the significance of the wedding ring, dress and understand the serious nature of the vows. They discuss weddings of other faiths to compare similarities and differences.

163 Progress is satisfactory at Key Stage 1. Pupils recognise that beliefs affect human behaviour. They learn to express their views clearly and begin to develop skills in writing about the events studied. They gain sufficient knowledge and understanding of the two faiths studied. They express emotions, such as happy and sad and relate them to events studied. By the end of the key stage they have acquired sufficient knowledge and understanding of the content of the Locally Agreed Syllabus and demonstrate an ability to reflect upon it.

164 By the age of eleven, pupils study the beliefs of Christianity and three other faiths, Judaism, Islam and Sikhism. (This range of work exceeds the requirements of the syllabus.) They gain a reasonable understanding of festivals, such as Christmas. They gain useful insights into the lives of characters, such as Abraham. Pupils study aspects of the Jewish faith, for example, producing diagrams to show the foods laid out on the seder plate. They develop a sound understanding of the importance of meals within a religious tradition and have had opportunities to

learn about these through discussion with visitors to the school. Pupils understand the significance of Christ's life, although they lack sufficient knowledge of its main events. Their understanding of the importance of other faith leaders, such as Mohammed is under-developed. They do not possess a secure knowledge of the major events and beliefs underpinning Christianity, Judaism and Islam. Pupils do not have sufficient knowledge of the historical and geographical context of these faiths. Because of this, they have difficulty in making valid comparisons between them and cannot easily identify their main similarities and differences.

165 Progress is unsatisfactory as pupils do not possess sufficient knowledge and understanding of the main religions studied. The amount of written work completed is insufficient and work that has been done lacks challenge. This hinders pupils in making sound progress in consolidating their knowledge and understanding. Pupils do not possess sufficient reference points on which to develop their ideas and judgements. Few have a sufficiently clear understanding of the contributions made by Judaism to Christian belief, or of the impact of Islam upon those older faiths. Pupils understanding of different Christian denominations is weak.

166 Pupils are generally attentive in lessons and relate well to one another. Pupils have good attitudes to learning, enjoy discussion and respond positively. They listen well to teachers and each other. Behaviour is usually good and pupils work well together on collaborative tasks.

167 The quality of teaching is broadly satisfactory in both key stages. In Key Stage 1, planning is clear and subject knowledge secure. Questioning skills are good, pupils are managed effectively and varied tasks are set. In Key Stage 2 subject knowledge is secure and at times good and stimulates discussion. From the scrutiny of work, lessons observed and discussions with pupils, it is clear that pupils are challenged to think. However, there are insufficient opportunities provided to ensure learning is consolidated through rigorous written tasks. Little written work was available during the inspection. Pupils have insufficient records of their own work to refer back to, as arrangements for retaining and storing work are inadequate. Medium term plans indicate a wide range of topics is covered, but the time given to discussion often results in limited opportunities for pupils to find ways of recording what they know in a format that can be used later to inform future work.

168 The curriculum plan broadly matches the requirements of the Locally Agreed Syllabus, although it includes one more religion at Key Stage 2 than is required. Few lessons were seen during the last inspection of the school in 1994 and no judgements were made on pupils' standards at that time, although the requirements of the Locally Agreed Syllabus were met.

2 PART C: INSPECTION DATA

2 SUMMARY OF INSPECTION EVIDENCE

169 A team of three inspectors plus a lay inspector spent, in total, 14 inspector-days in the school. During the inspection the team analysed a range of pupils' work in books and folders, on display in classrooms and in the corridor. Work from the last school year was also analysed. Children from across the range of attainment in each year group were heard reading from their current reading or library books.

170 The team observed 46 lessons or parts of lessons. Interviews were held with all members of staff, teachers and other trained professionals. An interview was held with the chair of governors, as the appropriate authority for the school and interviews also held with vice chair of governors, parent governors and other members of the governing body.

171 A questionnaire and agenda were sent out to all parents seeking their views on aspects of the life and work of the school. A meeting was held with parents and their views were sought on a range of issues relating to the life and work of the school. A number of parents also talked to the inspectors during the week of the inspection. The inspectors talked to the children about their work and the children were observed at indoor and outdoor play and at lunchtime.

172 The inspection team analysed a wide range of school documentation including: the school development plan, teachers' planning sheets, pupils' records, reports to parents, reports to governors, the school brochure, teachers' records, curriculum documents and assessment records. Members of the team attended extra-curricular activities, registration and assemblies.

2

DATA AND INDICATORS

2 173 Pupil data

		Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
2	YR - Y6	200	5	56	30

2 174 Teachers and classes

2 Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

8

Number of pupils per qualified teacher:

25

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

Total number of education support staff:

11

Total aggregate hours worked each week:

235.5

Average class size:

28.6

Financial year:

1998-1999

	£
Total Income	393,058
Total Expenditure	404,952
Expenditure per pupil	2,024
Balance brought forward from previous year	16,429
Balance carried forward to next year	4,535

PARENTAL

Number of questionnaires sent out:

200

Number of questionnaires returned:

45

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	51	47	0	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	71	25	0	4	0
The school handles complaints from parents well	33	47	18	2	0
The school gives me a clear understanding of what is taught	43	41	11	5	0
The school keeps me well informed about my child(ren)'s progress	43	41	11	5	0
The school enables my child(ren) to achieve a good standard of work	46	50	2	0	2
The school encourages children to get involved in more than just their daily lessons	80	18	2	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	53	40	2	5	0
The school's values and attitudes have a positive effect on my child(ren)	67	31	2	0	0

The school achieves high standards of good behaviour

62	38	0	0	0
71	24	3	2	0

My child(ren) like(s) school