

# INSPECTION REPORT

## **Broadacre Primary School**

LEA area: Kingston upon Hull

Unique Reference Number: 117913

Inspection Number: 184965

Headteacher: Mr M Hobbs

Reporting inspector: Mr B Sprakes  
23800

Dates of inspection: 18 – 21 October 1999

Under OFSTED contract number: 707452

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Wawne Road Bransholme HULL HU7 5YS
Telephone number:	01482 833033
Appropriate authority	The Governing Body
Name of chair of governors:	Mr D Wobey
Date of previous inspection:	7 – 11 November 1994

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs V Lamb, Lay Inspector		Attendance Attitudes, behaviour and personal development Partnership with parents and the community Staffing, accommodation and learning resources Support, guidance and pupils' welfare
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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- The teaching is good or better in more than half of the lessons and it is very good and occasionally excellent in about one tenth of lessons.
- Pupils make good progress in English, mathematics and science at both key stages and in history, geography and music at Key Stage 1. Pupils under the age of five make good progress in the areas of mathematics, knowledge and understanding of the world, creative development and personal and social development.
- Pupils with special educational needs make good progress.
- Relationships between pupils and those between pupils and teachers are good.
- Pupils behave responsibly and they work well together.
- There is good provision for pupils' spiritual, moral and social development.
- There is good provision and use of assessment.
- There is very good support, guidance and welfare of pupils.
- Partnership with parents and the community is good.
- Leadership and management are effective.
- The accommodation and quality of learning resources in the school are good.
- Finances are used well.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. In the core subjects of English and information technology at both key stages and mathematics at Key Stage 2, standards of attainment are not yet at the nationally expected levels.
- II. All pupils do not always have full access to the full range of the curriculum.
- III. The work of support staff is not co-ordinated sufficiently well.

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

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

The school has worked hard to overcome the weaknesses pointed out in the last inspection in 1994 and it is better than it was. The school has made good progress in literacy and numeracy and curriculum planning has developed. Curriculum co-ordinators for the core subjects of English, mathematics and science now monitor teaching and learning in the classrooms. There has been an extension of spiritual development throughout the school. The school is now well placed to make further improvements.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

Although the above information shows that the standards of attainment in English and mathematics are well below average, inspection findings indicate that attainment in English and mathematics at the end of Key Stage 2 is below average. The difference between inspection judgements and the results of the 1998 national tests can be explained by the cohort of pupils involved in the tests having relatively low levels of attainment throughout Key Stage 1 and Key Stage 2. The cohort of pupils in the 1999 national tests achieved significantly higher attainment than the cohort outlined in the above grades. As yet, there are no national statistics with which to make comparisons for the 1999 cohort.

In English at Key Stage 1, attainment in reading and listening are at the national expectation; however, in writing and speaking, it is still below the national expectation. In mathematics and science, attainment is at the national expectation.

Attainment in information technology is below the national expectation at both key stages. At both key stages, attainment in religious education, art, geography, history, music and physical education is at a level which would be expected for pupils of the respective ages; however, at both Key Stage 1 and Key Stage 2, attainment in design and technology is below the levels expected.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Insufficient seen	Insufficient seen
Religious education		Insufficient seen	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

*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	Consistently good throughout the school.

Attendance	Below the national average. The school has very good procedures in place for promoting attendance.
Ethos*	Purposeful and caring. Pupils are interested in their work and relationships are good. There is a commitment to improving standards.
Leadership and management	The effective leadership of the school positively influences the good progress made by pupils. The governing body is developing and it fulfils its strategic role.
Curriculum	There is a satisfactory and stimulating curriculum throughout the school. There is insufficient access to the core subject of information technology and some curriculum areas have suffered due to the necessary emphasis placed on English and mathematics.
Pupils with special educational needs	Good progress. Much individual support is given to pupils with learning difficulties, although this work is not co-ordinated sufficiently well. Pupils work towards individual educational plans. Sometimes pupils miss other subjects in order to receive additional help in English.
Spiritual, moral, social & cultural development	Spiritual, moral and social development are good; cultural development is satisfactory.
Staffing, resources and accommodation	Good resources. There is spacious and clean accommodation, which allows for appropriate curriculum development. There is good provision of staffing. There is insufficient monitoring of the work of support staff and there is not a consistent level of good work seen in some areas of the school.
Value for money	Good.

\* 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
IV. The staff is approachable. V. Their children enjoy going to school. VI. The school enables a good standard of work. VII. Parents are satisfied with homework. VIII. The school informs parents about the progress of their children. IX. Parents are encouraged into the life of the school.	X. Some parents would like clear indications of v XI. Parents would like more time to study the

Inspectors' judgements support parents' views.

## KEY ISSUES FOR ACTION

In order to enable the school to continue its development and further improve standards and the

quality of education it provides, the governing body and senior management should take the following actions:

XII.further raise attainment in English by:-

- .developing the aspects of speaking and writing at Key Stage 1;
- .developing the areas of reading and writing at Key Stage 2;
- .expanding library provision and creating greater access to the library for all pupils;  
(Paragraphs 80, 94, 96 and 106)

●.further raise attainment in mathematics at Key Stage 2 by:-

- .ensuring that the National Numeracy Strategy is further developed;
- .using the results from target setting to match closely the needs of pupils of differing levels of attainment;
- .developing a more structured approach to the setting of homework;  
(Paragraphs 110, 111 and 117)

●.raise standards of attainment at both Key Stage 1 and Key Stage 2 in information technology by:-

- .ensuring that appropriate resources are available to cover the relevant programmes of study;
- .developing appropriate in-service training for teachers and teaching support staff;  
(Paragraphs 130, 131, 132 and 134)

●.provide a more co-ordinated approach to the planning of work for pupils with special educational needs by:-

- .involving both teachers and support staff together in the planning process;
- .ensuring that this group of pupils is given full access to the curriculum;  
(Paragraphs 25, 41, 43, 70, 81 and 105)

●.closely monitoring the work of the support staff to ensure that the good practice seen in some areas becomes consistent throughout the school.

(Paragraphs 39, 43, 60, 67 and 73)

# INTRODUCTION

## Characteristics of the school

1The school, being situated on the northern edge of the large Bransholme council housing estate within the city of Kingston upon Hull, is part of the local Educational Action Zone. The school was built in 1981 prior to anticipated adjacent housing. This housing was never built, leaving the school isolated. Most pupils come from an extension of the main estate; however, there has been a nearby owner-occupied development and 20 per cent of the school's pupils come from here.

2Pupils are accommodated in eight classes of single year groups, apart from one class which caters for both Year 5 and Year 6 pupils. There are 206 pupils on roll with a further 66 pupils attending the part-time nursery. Many children enter the nursery at the age of three and most move into the reception class in the term when they are five years of age. At present, there are five pupils under the age of five in the reception class. Forty one per cent of pupils are on the school's special educational needs register; this being well above the national average. One pupil has a statement of special educational needs. Twenty seven per cent of pupils attending the school are eligible for free school meals, which is above the national average.

3The area is one of high unemployment, with a significant number of socially and economically disadvantaged families. The ward in which the school is situated has a percentage of adults with higher educational qualifications which is well below the national average; also a lower percentage of pupils who come from high social class backgrounds. Pupils' attainment on entry to the school is well below that which would be expected of pupils of this age.

4The school's aims are clear and appropriately emphasise pupils' social, personal and academic development. They also encourage parents and other members of the community to participate fully in the life of the school. The school has targeted the areas of mathematics, literacy, curriculum planning, assessment and information technology as areas for development in the 1999-2000 school year.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1998	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	11	11
	Girls	10	12	12
	Total	20	23	23
Percentage at NC Level 2 or above	School	74 (65)	85 (56)	85 (93)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments	English	Mathematic	Science
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<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

			s	
Number of pupils at NC Level 2 or above	Boys	12	12	13
	Girls	12	12	12
	Total	24	24	25
Percentage at NC Level 2 or above	School	89 (63)	89 (93)	93 (59)
	National	81 (80)	85 (84)	86 (85)

### Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1998	15	14	29

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	4	10
	Girls	9	7	11
	Total	15	11	21
Percentage at NC Level 4 or above	School	50 (53)	37 (41)	70 (59)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	7	12
	Girls	9	6	10
	Total	17	13	22
Percentage at NC Level 4 or above	School	59 (47)	45 (37)	73 (62)
	National	65 (63)	65 (64)	72 (69)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.0
	National comparative data	5.7

### Exclusions

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

	Number
Fixed period	2
Permanent	0

### Quality of teaching

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

Percentage of teaching observed which is :

	%
Very good or better	9
Satisfactory or better	96
Less than satisfactory	4

#### 4 PART A: ASPECTS OF THE SCHOOL

#### 4 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

##### Attainment and progress

5In the last inspection in 1994, pupils were reported to be generally attaining levels which were in line with their capabilities. Attainment in literacy was rising annually; however, attainment in numeracy was below average. Analysis of test results indicates below or well below average attainment in 1996. Inspection evidence shows much improvement from the last inspection.

6Overall, attainment on entry to the nursery is well below that which would be expected for pupils of this age. By the time children enter the reception class, attainment is below that which would be expected in the areas of language and literacy, mathematics, knowledge and understanding of the world, creative development and personal and social development. It is typical for children of this age in physical development.

7Children under the age of five make good progress towards the nationally agreed Desirable Learning Outcomes in the areas of mathematics, knowledge and understanding of the world, creative development and personal and social development. They make satisfactory progress in language and literacy and physical development.

8By the time they are five years of age, children attain the expected levels of learning in physical development; however, attainment in the areas of personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development is below that which would be expected. Children's personal and social development is such that many can change for physical education lessons independently and most have learned basic manners. In language and literacy, pupils listen to stories and develop confidence in answering questions related to the stories. Their range of vocabulary, however, is limited. In mathematics, most pupils can recognise simple shapes and they use basic mathematical vocabulary. In their knowledge and understanding of the world, children understand where they live and can discuss the lives of their families. In creative development, children begin to experiment with two and three-dimensional models, while in physical development most can jump and move confidently within a space.

9In English, overall attainment by the end of both key stages is below national expectations. At Key Stage 1, attainment is below that expected in speaking and writing but at the level expected in listening and reading. At Key Stage 2, attainment is below the level expected in reading and writing, but at the level expected in speaking and listening. In the national tests for seven-year-olds in 1998 in reading, the percentage of pupils reaching Level 2 or above was near to the national average. The percentage of pupils reaching Level 3 or above, however, was below the national average. In writing, the percentage of pupils reaching Level 2 or above was above the national average but the percentage reaching Level 3 or above was below the national average. The school's results in reading were broadly in line with the average for schools with pupils from

similar backgrounds. In writing, the school's results were above the average for school with pupils from similar backgrounds.

10The 1999 Key Stage 1 tests showed an increase in the percentage of pupils reaching Level 2 or above and Level 3 or above in reading from the previous year. In writing, a similar percentage of pupils to the previous year reached Level 2 or above and Level 3 or above respectively.

11In the national English tests for eleven-year-olds in 1998, the percentage of pupils reaching Level 4 or above was well below the national average, as was the percentage of pupils reaching Level 5 or above. The school's results were below the average for schools with pupils from similar backgrounds.

12The 1999 Key Stage 2 tests in English showed an increase in the percentage of pupils reaching Level 4 or above from the previous year. The percentage of pupils reaching Level 5 or above was slightly less than that of the previous year.

13In mathematics, attainment by the end of Key Stage 1 is at the nationally expected level and by the end of Key Stage 2, attainment is below that expected nationally. In the national tests for seven-year-olds in 1998, the percentage of pupils reaching Level 2 or above was in line with the national average as was the percentage of pupils reaching Level 3 or above. The school's results were above the average for schools with pupils from similar backgrounds.

14In the 1999 Key Stage 1 mathematics tests, the percentage of pupils reaching Level 2 or above was the same as the previous year, while the percentage of pupils reaching Level 3 or above increased by 10 per cent.

15In the national mathematics tests for eleven-year-olds in 1998, the percentage of pupils reaching Level 4 or above was well below the national average as was the percentage of pupils reaching Level 5 or above. The school's results were well below the average for schools with pupils from similar backgrounds.

16In 1999, Key Stage 2 tests showed a considerable (16 %) increase in the percentage of pupils reaching Level 4 or above from the previous year. The percentage of pupils reaching Level 5 or above also showed a considerable (14 %) increase from the previous year.

17In science, attainment by the end of both key stages is at the level expected nationally. In the teacher assessments for seven-year-olds in 1998, the number of pupils attaining Level 2 or above was above the national average. The number of pupils attaining Level 3 or above was at the national average. These results were well above the average for similar schools. In 1999, teacher assessment indicated an increase in the percentage of pupils attaining Level 2 or above and Level 3 or above.

18In the national tests for eleven-year-olds in 1998 in science, the percentage of pupils attaining Level 4 or above was at the national average. The percentage of pupils attaining Level 5 or above was slightly below the national average. In comparison with similar schools, attainment in 1998 was average. The 1999 test results indicate an increase in the percentage of pupils attaining Level 4 or above and Level 5 or above.

19Skills in Literacy are applied well to most other curriculum areas and this is having a positive impact upon attainment. An example of this is when pupils confidently discuss why rivers meander. The use of the National Numeracy Strategy is developing well and numeracy is now being promoted in other curriculum areas; for example, in science, information technology and geography pupils use data collected to form graphs of their findings.

20In information technology, attainment is below the level expected at both Key Stage 1 and Key

Stage 2. At both key stages, pupils have insufficient access to the various forms of information technology.

21By the end of both key stages, attainment in religious education is at the level expected in relation to targets set in the locally Agreed Syllabus.

22In art, geography, history, music and physical education, attainment at both key stages is at a level which would be expected for pupils of this age, although elements of music at Key Stage 1 are above this level. In design and technology, attainment is below that which would normally be expected at both key stages.

23Pupils' progress overall in English is good during the time that pupils are at the school as is progress in mathematics and science. There has been an improvement in all of these areas of the curriculum since the last inspection. In information technology, however, progress is unsatisfactory at both key stages. Progress in religious education at both key stages is satisfactory, as is progress at both key stages in art and physical education and at Key Stage 2, in geography, history and music. Good progress is made at Key Stage 1 in geography, history and music; however, unsatisfactory progress is made in design and technology at both key stages.

24Since the previous inspection in 1994, there has been a general improvement in attainment and progress within the school. However, in order to target the core subject areas of English and mathematics, as outlined in the previous inspection, limited time spent on other subjects has slowed some of the respective rates of progress.

25The school successfully identifies, at an early age, pupils with special educational needs and these pupils make good progress in their individual education plans. There is insufficient planning and organisation of work for these pupils, although the level of adult support, which aids their progress, is good. There is no significant difference between the attainment of boys and girls and there are no pupils from ethnic backgrounds within the school.

## **25 Attitudes, behaviour and personal development**

26Children under the age of five make good progress in developing their personal and social skills and the majority of pupils throughout the school displays good attitudes and behaviour. They relate to one another well and respond to adults in a positive manner.

27Pupils' behaviour, relationships with each other and with their teachers and the way in which they approach life at school have a positive effect on progress and personal development. Parents are satisfied that the school's attitudes and values benefit their children and that the school achieves good standards of behaviour. Satisfactory improvement has been made since the last inspection.

28The school is an orderly community where pupils learn to distinguish right from wrong and their good behaviour reflects the standards set by staff. Pupils respond well to the school's system of rewards and sanctions and are proud of their successes when they are rewarded with praise, graded stickers and certificates. In the playground, pupils of all ages play well together and generally make good use of the wide range of equipment and play areas provided for them. Behaviour at lunchtimes, although satisfactory overall, is not as good as during lessons. There have been two instances of exclusion during the last year. The rate of exclusion is falling.

29Pupils' attitudes to their work throughout the school are good. They are interested in their work and are well motivated to the tasks set for them. In the best lessons, a very positive atmosphere prevails and pupils demonstrate real pleasure in learning. They concentrate well and approach

their tasks with enthusiasm. Sometimes, however, pupils work too noisily and find it difficult to stop themselves from calling out and are unable to change tasks without fussing. Pupils co-operate with teachers, adults and each other during lessons and whole-school activities such as collective worship. They are courteous and work well in groups.

30 Pupils' personal development is good overall. Occasionally, some lessons provide opportunities for pupils to demonstrate outstanding responses. During a science lesson, for example, older pupils respect each other's opinions and act in a mature and responsible way to reach joint decisions on why some solids dissolve in water and others do not. Pupils enjoy responding to challenges and some involve themselves actively in their own learning. They show that they are keen to take part and applaud each other's successes. They happily prepare for and clear away activities when necessary, taking care of school equipment.

31 Pupils are willing to take responsibility; for example, distributing registers and setting up the hall for assemblies. They use their initiative; however, opportunities are rarely provided for pupils to evaluate their own work or to set further targets. Pupils are conscientious in helping each other and adults and demonstrate a responsible and caring attitude; for example, when collecting money and resources for charities. Most pupils are courteous, for example, when they provide seats for adults and open doors without being asked.

### 30 **Attendance**

1 Overall attendance is satisfactory, being close to the national average. The rate of unauthorised absence, however, is well above the national average. Several parents do not respond to requests for information regarding their child's absence. The vast majority of pupils comes to school on time and lessons start promptly.

## **QUALITY OF EDUCATION PROVIDED**

### 32 **Teaching**

2 The overall quality of teaching is good. There has been improvement since the last inspection. Of the lessons seen, 96 % were satisfactory or better, 56 % were good or better and nine per cent very good or better. There was a small amount of excellent teaching and four per cent of the teaching was of unsatisfactory quality. In the lessons observed at both key stages, teaching was good in English and mathematics. It was satisfactory overall in all other subjects. This represents an improvement since the previous inspection.

3 The teaching of children under the age of five is good. Good relationships exist between the teacher, support assistants and the children. Children's needs are understood well and a good learning environment is provided. Lesson planning is satisfactory and appropriate expectations of the children are effectively linked to a very well organised system of day-to-day assessment.

4 The teaching at Key Stage 1 is good. More than nine out of ten lessons seen were satisfactory or better and more than half were good or better. Nearly one fifth of the lessons seen were very good but nearly one tenth of lessons were unsatisfactory.

5 Teachers at Key Stage 1 are generally secure in their subject knowledge and they draw attention to relevant details, pointing out for example when a word is in italics. Expectations of pupils are often high and lessons are usually carefully planned, although the match of work to meet the needs of pupils of different attainment is not always done sufficiently carefully. Teachers have a positive approach to discipline and pupils are well managed, although sometimes they are allowed

to become too noisy. Resources are carefully chosen and often used to good effect, as in a music lesson when younger pupils were introduced to a scraper to support their understanding of long and short sounds. Non-teaching assistants are usually appropriately deployed but the quality of their support is variable. Satisfactory use is made of homework with pupils regularly taking home their reading books.

6In the best lessons at Key Stage 1, exemplified by an English lesson, when the teacher conveyed a feeling of pleasure to pupils as they explored a text together, effective use is made of open-ended questions. The teacher capitalises on opportunities to extend pupils' understanding of language and the support assistant works closely alongside the teacher. When the teaching is unsatisfactory, as in an information technology lesson, the pace is too slow, the work insufficiently challenging and the lesson plan does not identify different tasks for pupils of different prior attainment.

7Teaching at Key Stage 2 is also good. In just under half of the lessons it was satisfactory, in two fifths of the lessons it was good and in one twentieth it was very good. There was a small amount of excellent teaching, but also a small amount of unsatisfactory teaching.

8The best teaching at this key stage is exemplified by a science lesson with the oldest pupils. This lesson, planned as part of a progressive series of lessons, was challenging and had a very clear purpose. The teacher insisted on the use of appropriate vocabulary. As at Key Stage 1, teachers at Key Stage 2 are secure in their subject knowledge and they often make good use of subject-specific vocabulary. Pupils are challenged to concentrate hard, although sometimes the work is too hard for lower attaining pupils. Lessons in mathematics and English are often very well planned, with clear objectives and different work for different groups of pupils. The setting of different work is however, not consistent across the classes nor across the subjects and when work is not so carefully matched to pupils' prior attainment, progress is slower. Again there is positive discipline, often appropriately tempered with the use of humour, although group work is sometimes allowed to become too noisy.

9Time and resources are usually well used and non-teaching assistants appropriately deployed, although again there is significant variability in the quality of support given by the assistants. Satisfactory use is made of homework, with pupils taking reading books home on a regular basis and other relevant tasks being set. Homework, however, is often set inconsistently between classes, regarding both quantity and frequency. When the teaching is unsatisfactory, as in a physical education lesson, there is inappropriate use of time and a lack of coaching points and the use of good examples of work.

10When pupils with special educational needs are fully involved in lessons, the teachers usually plan for them carefully and deploy non-teaching assistants to give them support, although sometimes the work is too hard for these pupils to complete without considerable help. For the times when these pupils are withdrawn from lessons there is not enough liaison between the teachers and assistants and the assistants are given insufficient support with planning.

11The teaching of literacy is effective. There are particular strengths in the planning for the literacy hour, with work often successfully provided to meet the needs of pupils of different prior attainment. Teachers do not always however, make full use of the opportunities provided by other subjects for pupils to put their writing skills into practice. The teaching of numeracy is generally good. Teachers' planning is appropriate to the needs of the National Numeracy Strategy and they strive hard to accommodate its overall structure.

12At both key stages the curriculum is broad, but it is not balanced. The low profile for information and communications technology and the weak skills base for design technology make the curriculum unbalanced. This situation has arisen due to the successful drive for improvement in the core subjects, with the result that opportunities for other subjects to support English and mathematics in extended writing or application of skills have been overlooked. The curriculum satisfactorily fulfils the requirements for teaching the subjects of the National Curriculum and religious education. All statutory requirements are met. Overall, it is relevant to the pupils' intellectual, physical and social needs, including sex education and teaching about the harmful effects of drugs. Taking these aspects together, with the improvement in attainment for the subjects of English, mathematics and science, the pupils are well prepared for the next stage of education. With many extra staff employed to support English and mathematics, pupils are being withdrawn from other lessons, which compromises their entitlement to the whole curriculum. There is no overall monitoring system to see that this is operated in a balanced way. The last inspection report commented positively on the strategies in place and the planned improvements for curriculum provision. The school has implemented most of these successfully, which represents improvement since the last inspection.

13The curriculum for children under the age of five is broad and balanced and includes work in the appropriate areas of learning. It makes a good contribution to children's development so that when they have attained the Desirable Learning Outcomes they are prepared well for the National Curriculum. Assessment procedures are good and results are used well to plan lessons. There is a good emphasis on language and literacy and mathematics.

14The curriculum for pupils with special educational needs meets the requirements of the Code of Practice. Pupils have good individual education plans with clear, achievable targets. At Key Stage 2, access to a broad and balanced curriculum is compromised by inflexible routines for withdrawal from the same lessons each week. Assessment procedures are effective and all reviews carried out appropriately. Parents receive information from the reviews of the individual plans. The provision is successful in helping pupils make good progress.

15There are good schemes of work in the core subjects and planning for these subjects is good. The detailed medium-term planning has been the driving force in the recent improvements in attainment and has recently begun to contain assessment opportunities. Co-ordinators monitor planning carefully and regularly. This successfully avoids any unnecessary repetition of work. The scheme of work for science indicates what skills and topics should be taught each year and this is having a good impact on improving pupils' attainment. Subjects such as design technology are less well planned. There is a published list of topics without detailed indication of the skills and expectations required to complete them. Opportunities to use different styles of writing to support the work in English have not been fully explored.

16The school has made good progress in implementing the National Literacy Strategy and more recently, the introduction of the National Numeracy Strategy. Planning is good and the long, medium and short-term plans are effective in providing a good structure for teachers to work from.

17The provision for extra-curricular activities is satisfactory. At various times of the year pupils have opportunities to learn the recorder, take part in a choir and perform at special assemblies or events for parents. There are football and netball opportunities and from time to time coaching from local clubs. These have a positive effect on pupils' attitudes to school and on their social development. The reading diary is successful throughout the school and is an effective link between home and school. Other homework is set infrequently, but more regularly for the older pupils. Parents however, would appreciate a clearer indication of when homework could be expected. The homework club meets twice weekly after school and about 30 pupils attend this highly successful venture.

18 Procedures for assessing pupils under the age of five are good. From each child's first day in school, assessments are made and recorded in all areas of the Desirable Learning Outcomes, most strongly in language and mathematics. Initial assessment on entry to the reception class is based on the local education authority's system and is used effectively to assess the children's stage of social and personal development. There is good day-to-day assessment of progress, which is used well to plan the next lesson.

19 Assessment procedures for pupils at Key Stage 1 and Key Stage 2 are good. Each year group has carefully chosen tests and the results are recorded in individual pupil profiles. This effectively tracks each pupil's progress as they move through the school. At the end of each year the core subjects are assessed using National Curriculum standards. The school is aware of the danger of having too many tests and has a monitoring procedure to assess their usefulness. This has resulted in any unnecessary test being dropped. The school is, at present, appraising the value of another test used to assess for the special educational needs of younger pupils. Teachers' confidence with assessment has improved in recent years and the difference between test results and their assessment has narrowed. Regular meetings with other schools and a useful portfolio of assessed work have had a good impact on this improvement. The procedures for identifying and assessing pupils with special educational needs are good and the results make a significant contribution to their individual education plans.

20 Throughout the school there is satisfactory use of assessment information to plan lessons, arrange groups, fix targets and to provide resources such as classroom support staff. It is less well used to direct the day-to-day planning of the work of support staff with teachers. Analysis of national test results to target improvement has been a particular success in raising attainment in English, mathematics and science. The marking of pupils' work is carried out conscientiously by all teachers; however, on a few occasions, day-to-day assessment is not used sufficiently well in informing the next stage of planning. There is generous praise for effort, but very little advice as to what pupils have to do to improve. This weakens marking as an assessment tool to indicate progress. During the inspection, no evidence of pupils evaluating their own work was presented.

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

21 The ethos of the school is one of a caring and orderly learning community. Teachers and other staff work hard to establish good relationships. Lessons have a clear expectation of good behaviour and most pupils respond by being attentive and enthusiastic about their work. The provision for spiritual, moral and social education is good. Cultural provision is satisfactory. Since the last inspection the school has improved the way it teaches about the spiritual dimension to life, though aspects of modern cultural heritage remain underdeveloped.

22 The provision for the spiritual, moral social and cultural education of children who are under five is good. There are opportunities to appreciate the wonders of creation through growing seeds. Children are taught to listen carefully and have frequent chances to develop their social skills through co-operative activities. They have good opportunities to become aware of religious and cultural events such as weddings.

23 There is good provision for pupils' spiritual development, particularly through school and year-group assemblies. Here there is time for reflection on the theme of the assembly, often a story in which pupils are invited to imagine themselves as a character in the story and to consider how they would behave in such a situation. Useful links with the local churches exist and in religious education lessons, the religious dimension to spirituality is considered, as well as how religion affects the lives of some people. Older pupils have opportunities to express thoughts and feelings through art and literature. Collective worship meets statutory requirements. Spiritual development

has improved considerably since the last inspection.

24Provision for pupils' moral development is good. Pupils' are taught to develop a clear understanding between right and wrong. There is a clear moral framework and a code of conduct that is well promoted by staff. In assemblies, the staff highlight good work and behaviour and emphasise the need to work together as part of a community. The school has gained considerable success in developing a climate of good behaviour since the last inspection. This has been achieved through work on bullying and friendship. The success is evident in the good relationships at all levels within the school.

25The provision for social development is good. Older pupils have responsibilities for setting out the hall for assemblies and helping in the dining hall at lunchtimes. This helps those aspects of school organisation function efficiently. Pupils are taught to care for members of their own community and to support national and international charities. Provision for personal and social education is good and includes appropriate teaching about sex and the harmful effects of drugs and medicines.

26Cultural provision is satisfactory. Pupils have opportunities to join in sporting activities and are taught the appropriate sporting attitudes. There are good visits to farms and environmental areas which enhance pupils' understanding of regional heritage. Visits to the theatre for ballet and musicals have a good impact on the pupils. They remember them well and show pleasure at the memory. Artists and performers have visited the school to support work in art and the Ancient Egyptians. The non-European aspects of life in present day Kingston upon Hull, such as dance or food are underdeveloped. There has been good improvement since the last inspection, especially in the area of spiritual development.

57

## 57 **Support, guidance and pupils' welfare**

27Arrangements for the support, guidance and welfare of pupils, including those children under the age of five, are very good and improvement has been made since the last inspection. The school is a caring community and parents are pleased with the way in which their children are supported. Pupils feel confident in their stable environment and they like school.

28There are very effective formal and informal procedures for monitoring and promoting pupils' progress and personal development. Assessment of pupils' skills during their time in nursery is comprehensive and provides a detailed picture of children's social and academic development in readiness for progressing to the main school. Assessment of pupils' skills soon after entry to the reception class helps establish further targets. Portfolios are compiled for each pupil and they contain examples of pupils' work together with teachers' comments on progress. Pupils' personal development is well monitored by information contained in regular assessments and end-of-year reports to parents.

29Procedures for promoting discipline and appropriate behaviour are good. The school's approach to managing behaviour supports its aim to create a positive climate for effective teaching and learning. On the whole, this aim is well reflected in day-to-day practices in classrooms; however, during lunchtimes, some unsatisfactory behaviour from a few children does not receive an appropriate response. The headteacher maintains a very positive presence around the school and reinforces the standards expected. Supervision arrangements overall are good and a careful overview of the playgrounds, dining hall and children leaving school, as well as areas designated out of bounds, contributes to pupil safety. However, one small area where tables and benches are located is not well managed and is misused by pupils. Supervisory assistants meet regularly with

the headteacher to discuss any issues. They are provided with clear documentary guidance on responses to issues of behaviour, supervision and first aid but have not received recent training in behaviour management strategies.

30A very good, comprehensive policy for health and safety formalises the school's commitment to ensuring the welfare of pupils. A suitable number of key staff is trained in first aid and the school has a medical room. A very good policy is in place for child protection and the staff is aware of appropriate responses. Attendance is very well monitored and promoted through awards presented for classes and individuals who achieve the highest levels. Instances of unauthorised absence are rigorously followed up. Personal, social and health education reflects the ethos of the school and promotes positive attitudes. Good working relationships are established with support services. Visits by parents and children prior to entering the nursery help children to settle and a range of strong links with partner schools provides very good support for pupils moving to the next phase of education.

## **61 Partnership with parents and the community**

31The school is committed to developing and maintaining an effective working partnership between teachers, pupils, parents and the community in order to enhance the education provided. This aim is achieved and a good relationship is enjoyed with parents and the community. Parents endorse this view. Improvement has been made since the last inspection.

32The quality of information provided for parents, including that for parents of children under the age of five, is good. The prospectus provides basic information about school procedures and includes a general outline of the curriculum provided and the school's approach to behaviour and discipline. An additional document for parents adds a wide range of detail about school life. The governors' annual report also gives appropriate relevant information. Overall, parents are satisfied that the school gives them a clear understanding of what is taught and that they are well informed about their children's progress. They are particularly appreciative of the weekly newsletter. Written reports on pupils' progress and personal development are handed out during the summer term parents' consultation evening and parents express dissatisfaction with the limited time available to discuss these reports with staff. Parents are satisfied that the school is open to requests for additional meetings with staff as necessary and day-to-day communications are very good.

33The school provides a satisfactory range of opportunities for parents to be involved in their children's work and some of these, in particular special events in which the children take part, are very well supported. However, the response by parents to sessions provided to inform them about curricular developments and how they can support their children is poor. Parents feel generally satisfied with homework but some are not happy that the school fully involves them so that they can support their children's set tasks. In particular, there is no timetable nor diary for homework to inform parents when it will be set and when it has to be returned to school. From the nursery class onwards children take books home. Reading diaries are used to communicate between home and school. Parents feel encouraged to help in school and several regularly support teachers in classroom duties and with special events. They are invited to regular family services, concerts and sports day. A newly formed association of friends of the school organises social and fundraising events and works hard to extend the range of experiences and resources available to pupils. In particular, libraries are run weekly to enable children to learn about library procedures and to borrow books and toys to use at home.

34The school responds positively to opportunities provided by institutions locally and nationally to participate in a wide range of projects. An annual Industry Day presents activities for older pupils to gain an understanding of aspects of the world of work. The local environment and museums

are well used as additional resources and pupils take part in events with children in other primary schools. Work with a local artist is continuing and pupils have enjoyed visits to building sites and shops locally. Older pupils take part in an annual residential visit. Pupils support national fund-raising events, such as a non-uniform day and work with the local educational business partnership provides additional resources such as family learning.

## 65 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### Leadership and management

35The school is positively influenced by the determined and effective leadership of the headteacher who keeps firm control on the educational direction of the school. The school has chosen to have no deputy headteacher; however, the two senior management key stage co-ordinators provide good support. There is a sound understanding and commitment within the school community in its aim to raise educational standards. Under the guidance of an experienced, knowledgeable and hard-working chairman, the governing body is developing an understanding of its strategic role. At present, there is not a full complement of governors. Staff responsibilities are fully understood and the senior management team meets regularly, providing a forum for discussing both routine matters and issues relating to the future of the school. Standards of attainment, pupil care and welfare and curriculum provision are at the core of decision making.

36The staff, governors and parents have the fullest confidence in the headteacher. He values their support and shares the school's successes and development with them as a team. The teaching and non-teaching members of staff fulfil their roles with enthusiasm and strong professional commitment. Subject co-ordinators are now monitoring their subjects. Although this mainly takes the form of scrutinising teachers' planning and samples of pupils' work, the co-ordinators for English, mathematics and science have begun to monitor classroom practice. Overall, the monitoring role of co-ordinators is much improved from the last inspection. There is insufficient monitoring of and direction for support staff.

37The school has a good set of aims and values which emphasise pupils' social, personal and academic development. These are now having a positive effect upon pupils' learning and they are supported and valued by parents.

38Analysis of the school's results in national tests has led to a clear focus for action and this forms the basis of a very comprehensive school development plan. Achievable targets are identified and staff members are involved in the setting of priorities. The dedication of the staff in working collectively towards these targets has enabled standards to be raised. Progress through the development plan is evaluated regularly, clear time scales are set and the plan is appropriately linked to the school budget.

39There is a positive ethos in the school and this is reflected in an effective learning environment where general equality of opportunity and good staff relationships enhance the school's commitment to higher achievement. Pupils with special educational needs enjoy good provision and access to the curriculum other than on the few occasions when they miss the same lessons to receive additional literacy support. Statutory requirements are met.

40Since the last inspection, good improvement has been made in the areas of school development planning, the role of the subject co-ordinators and target setting. The school is in a good position to continue the improvements already made.

## 71 **Staffing, accommodation and learning resources**

41The number, qualifications and experience of the teachers is good. They are suitably qualified and experienced to teach the National Curriculum and religious education to primary aged pupils. The staffing provision for children under the age of five is also good. In the absence of a deputy headteacher, the headteacher has limited his teaching time in order to carry out monitoring and other management and administrative duties. An extensive programme of professional development is established and the school has identified the need to train the two key stage co-ordinators in specific management roles. Appraisal procedures are in line with requirements but there is no policy for the induction of new staff to the school.

42The level of support given by non-teaching members of staff is satisfactory. Additional classroom assistant support has been deployed to each class and training for these staff members is continuing. They are not yet, however, all sufficiently qualified and experienced to make consistently high quality contributions to the progress of pupils whom they support, in particular those with special educational needs. Focussed planning of their work alongside class teachers is not used consistently to enhance their role. Clerical staff members make good contributions to the smooth running of the school and caretaking is of a particularly high quality.

43The adequacy of accommodation is good. The classroom environment is enhanced by attractive displays of pupils' work as well as books and artefacts. The entrance hall and corridors are well used to show a range of pupils' work and to celebrate school achievements and involvement locally and nationally. The school provides an attractive and stimulating learning environment which is clean and well maintained. It benefits from a rolling programme of internal decoration.

44Good use is made of the playground and other outdoor facilities. The playground for the main school is large and has stimulating resources such as a mound, tunnel and seats and tables for quiet pastimes, supplemented by smaller equipment during breaks. Hazardous areas such as the car park, kitchen and storage areas are out of bounds to pupils and they respect this. Although the spacious nursery unit provides satisfactory accommodation for children under the age of five, its outside play area is insufficiently developed.

45The availability and quality of resources and equipment is generally satisfactory. This represents an improvement since the last inspection. The location of the library area, however, limits its use as an educational resource for all pupils during the school day and it has an insufficient range of texts for research. Resources for design and technology and information technology are unsatisfactory.

46Overall, the adequacy of staffing, accommodation and learning resources makes a good contribution to the quality of education provided and the educational standards achieved.

### **The efficiency of the school**

47Financial planning is good. There are clear procedures for drawing up the budget and for establishing relevant priorities for the school development plan. There is detailed planning for the current year and outline planning for the next two years, with a system of regular review. The governing body receives financial statements monthly and has full discussion of financial matters. The headteacher and the peripatetic bursar work effectively together to ensure that there is careful control of the school budget.

48Day-to-day financial control and administration are satisfactory overall. There are appropriate systems of school administration in place but the recommendations from the most recent local

education authority audit have not all been implemented; for example, the school's community fund has not been audited.

49 Teachers are well deployed throughout the school and the use made of non-teaching staff is often good, with some of the classroom assistants working very effectively alongside the teacher. Sometimes however, non-teaching staff gives less effective support, usually because of being unsure of how best to provide assistance. With the exception of the library area that has an insufficiently high profile, the accommodation is well used throughout the school. Resources are also used to good effect, with school resources being judiciously supplemented with available loans. Visits and visitors are also used to enhance the curriculum.

50 The school supplements the income designated for pupils under the age of five in order to maximise the quality of education provided for these children. Overall the school makes satisfactory use of the funding available to support pupils with special educational needs, with most of the available money being spent on non-teaching assistants. The support for these pupils is at its most effective when they are helped to access the curriculum within the classroom setting.

The support is least effective when pupils are regularly withdrawn from other lessons for help with basic skills. Although this helps pupils to work towards the targets in their individual education plans, the organisation is such that the pupils miss the same lesson each week and this is compromising their access to a broad and balanced curriculum.

51 There has been an improvement in the efficiency of the school since the last inspection in 1994.

Bearing in mind the well below average attainment of pupils on entry, the good progress they make throughout the school, the quality of education provided and its unit cost per pupil, the school provides good value for money.

## 82 PART B: CURRICULUM AREAS AND SUBJECTS

### 82 AREAS OF LEARNING FOR CHILDREN UNDER THE AGE OF FIVE

52 Children under the age of five are mainly taught in a nursery unit catering for part-time pupils. Many start at the age of three and all children move into the full-time reception class during the term that they are five years of age. Attainment when entering the nursery is well below that expected of children of this age, other than in the area of physical development where children's control and co-ordination are typical for their age.

53 Whilst in the nursery, children make good progress in mathematics, their knowledge and understanding of the world, creative development and personal and social development. They

make satisfactory progress in language and literacy and in physical development. By the time they move into the reception class, attainment is that which would be expected in the area of physical development and below that which would be expected in language and literacy, mathematics, knowledge and understanding of the world, creative development and personal and social development. In the reception class, children make satisfactory progress during the few weeks before they are five. They attain standards below that typical for their age in the identified areas of learning for children under the age of five other than in physical development where attainment is typical for their age.

54 Children show developing personal and social skills. They are able to work as part of a group and are beginning to establish effective relationships. Most, however, need adult support in order to work independently and when selecting an activity. The majority understands right from wrong and children are learning to take turns and to share fairly. They can find their clothes peg and hang up their coats and most are able to go to the toilet unaided. Pupils of higher attainment concentrate for extended periods of time and they enjoy developing new ideas. Other children lack the concentration to persevere with tasks unaided, wishing to change activities quickly. Progress in personal and social development is good. At milk time, for example, most children have developed basic manners and confidently say 'please' and 'thank you.'

55 In the area of language and literacy, children are generally under-confident when speaking and asking questions. They listen to stories and answer questions relating to the characters, with a limited range of vocabulary. Children enjoy working with adults and with support, they take part in role-play with some imagination. Older children of higher attainment can discuss the letter sounds associated with the days of the week and the types of weather. They read with adults and begin to give opinions about pictures within the story. They successfully copy over letters to form simple sentences. Children of below average attainment begin to recite a nursery rhyme and develop confidence in matching colours. Children make satisfactory progress in developing their literacy skills. Writing skills improve and they begin to write their own names unaided. Children make gains in early reading skills as their understanding of stories gets better. In speaking and listening, children gradually widen their vocabulary and grow in confidence to speak to a small group.

56 In mathematics, most children can recognise simple shapes and they use mathematical language such as circle and triangle. Those of higher attainment can count beyond 20 and they use their skills to identify patterns in numbers. They are familiar with numbers from their everyday lives. Those of lower attainment can recognise simple numbers but need help in matching these within a domino game. They can fill bottles with water and describe them as full or empty but do not yet understand the concept of half full. Children make good progress in their number skills, for example, when they form sets of colour-coded teddy bears in their counting game.

57 In their knowledge and understanding of the world, children talk about where they live and their families. They explore and select materials when experimenting to find the one that is the most waterproof. They can talk about their observations but are limited in asking about why things happen and how things work. When discussing dinosaurs, children liken them to large animals and even caterpillars. Older children of higher attainment can identify past and present toys when looking at museum artefacts. Children are beginning to use the computer mouse with confidence and with help they can draw basic lines and patterns to assist their learning in mathematics. Progress in this area of learning is good.

58 In their creative development, children learn simple songs by heart and they can respond to the words by giving actions, taking cues from others. Children explore texture and shape in three-dimensional work when, with assistance, they cover containers with different kinds of paper and other materials. Children of higher attainment show increasing brush control when painting and they can recognise the different types of sound when whistling, blowing, tapping and clicking. Progress in creative development is good. An example of this can be seen when they explore

shape and form in both two and three-dimensional creations.

59In physical development, children show sound control and co-ordination when riding bicycles and tricycles. Children use small and large equipment with increasing skill. Their manipulative skills are appropriate for their age when using simple tools such as scissors and when they play with equipment such as jigsaws. All children can shovel and sieve sand with some accuracy and they can use crayons and pencils to colour. The pencil grip of several children, however, is inappropriate. All children can run and curl up and the majority can jump and move within a space confidently. The outside play area is underdeveloped and provides limited opportunities for physical development; for example, there are no road markings for wheeled toys. Children's progress in physical development is satisfactory; for example, many children learning to ride bicycles without the use of stabilisers.

60Children's response to their work is good. They are keen to take part in activities and they enjoy good relationships with both adults and other children. Behaviour is good and the majority of children learn to share equipment. They are tolerant of each other and feel confident in their stable environment. All children enjoyed enormously a mock Christian wedding, where a local vicar led the full ceremony, comparing this celebration to that of a Hindu couple.

61The overall quality of teaching is good. In language and literacy, mathematics, knowledge and understanding of the world and personal and social development, the teaching is good. In creative and physical development, it is satisfactory. Good teaching is seen, for example, when children's skills are developed in several areas of learning together, such as when language and literacy skills, and personal and social development are brought into a physical education lesson. Satisfactory teaching is seen, for example, when appropriate expectations of children are effectively linked to a very-well organised system of day-to-day assessment and when praise is used to develop the next stage of learning as seen when children make three-dimensional models. The teacher, nursery nurses and other helpers enjoy good relationships with the children and they understand their needs well. Overall lesson planning is satisfactory. The nursery unit is staffed by a well-organised team led by an experienced and effective teacher. All staff members have a very pleasant manner which the children enjoy. There is a good learning environment with care given to safety issues. There is a satisfactory policy for pupils under the age of five, lessons are organised effectively and a broad and balanced curriculum is provided. Good improvement has been made since the last inspection.

## **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

### **92 English**

62Overall standards of attainment in English are below average but pupils are making good progress at both key stages.

63In 1998 the end of Key Stage 1 national reading test showed that the percentage of pupils reaching Level 2 or above was close to the national average. In writing it was above the national average. In reading and writing the percentages reaching Level 3 were below the national average. In the 1998 teacher assessments for speaking and listening the percentage reaching Level 2 or above and the percentage reaching Level 3 was close to the national average. In comparison with other schools with pupils from similar backgrounds, the percentage reaching Level 2 or above in the reading test was broadly in line with the average, whilst in writing it was above the average. As part of the same comparison the percentages reaching Level 3 in reading and writing were broadly in line with the average. An analysis of the pattern of results between 1996 and 1998 shows a rising trend, this being especially noticeable in writing. Over this same

period the performance of both boys and girls was well below the national average in writing, while in reading the performance of girls was below and the performance of boys well below the national average. The 1999 results show an improvement in reading, especially in the percentage reaching Level 3, with results in writing being similar to the 1998 results. The 1999 teacher assessments in speaking and listening also show improvement. There are no national statistics available for comparison at present.

64In 1998 the end of Key Stage 2 tests showed that the percentage of pupils reaching Level 4 or above and the percentage reaching Level 5 were both well below the national average. In comparison with other schools with pupils from a similar background, the percentage reaching Level 4 or above and the percentage reaching Level 5 were both below average. An analysis of the results between 1996 and 1998 shows a rising trend, at a rate slightly faster than the national average. Over this same period the performance of both boys and girls was well below the national average. The 1999 results, for which there are no national statistics available for comparison, show a slight rise in the percentage reaching Level 4 or above and a slight fall in the percentage reaching Level 5. A much higher percentage reached Level 4 or above in reading than in writing.

65Inspection judgement places pupils' attainment as below national expectation by the end of both key stages. For pupils at Key Stage 1, attainment is below average in speaking and writing, but average in listening and reading. For pupils at Key Stage 2 attainment is average in speaking and listening but below average in reading and writing. The school places a strong emphasis on the teaching of English. Thus the difference between inspection judgements and the 1998 end of Key Stage 1 tests can be explained in terms of the intensive teaching of literacy skills in the run up to the tests. The end of Key Stage 1 tests for pupils now at the end of Key Stage 2 show that this group of pupils entered Key Stage 2 with relatively low levels of attainment.

66The last inspection report in 1994 indicated that standards were satisfactory in relation to pupils' capabilities. Analyses of results however, indicate below or well below average achievements in the period from 1996 to 1998. The current picture thus represents an improvement over the last three years, showing that the school is successfully addressing the key issue from the last inspection of continuing with the development of pupils' literacy skills.

67By the end of Key Stage 1 most pupils achieve expected levels in listening and reading but they are below expected levels in speaking and writing. They can make use of letter sounds in establishing the meanings of words as they read, although lower attaining pupils need much support with this. Higher attaining pupils can write in sentences, making accurate use of capital letters and full stops but most pupils have difficulty with simple punctuation. They listen very attentively and express opinions about a story, saying, for example, that perhaps the bed is wet because a hot water bottle has leaked! Many of them find it difficult to explain the meanings of words and phrases they encounter as they read.

68Pupils at Key Stage 1, including those with special educational needs, make good progress in reading, writing, speaking and listening. As they read, pupils begin to understand how a book is arranged by identifying, for example, speech bubbles. Their handwriting improves and they begin to write in sentences, gaining an understanding of how to use their knowledge of letter sounds to help them with their spelling. There are however, limited opportunities for them to use their skills in independent writing. They gain confidence in discussing their work and by talking about the new words, such as 'tiresome' that they encounter in shared texts, they extend their vocabulary.

69By the end of Key Stage 2 most pupils achieve expected levels in speaking and listening, whilst in reading and writing pupils' attainment is below average. By the end of this key stage pupils listen carefully, showing by their answers that they have understood the main points. When asked about their work they are confident in explaining what they are doing. They can extract information

from written texts, but often find more complex texts difficult to follow, relying on their teacher to read the text for them. Higher attaining pupils can explain how to use the library and the index of a non-fiction book, but most pupils are hesitant about these skills. Most pupils can write in a fluent joined script but they find it difficult to sustain and develop their ideas when they are writing, although they can suggest a good range of words when working orally.

70Pupils at Key Stage 2, including those with special educational needs, make good progress overall, particularly at the end of the key stage. Much of this progress is linked to good teaching and the well-organised use of the National Literacy Strategy. Pupils gain the confidence to express their opinions, for example on the style of writing in a poem. They learn how speech can be shown by speech marks as well as by speech bubbles and start to deduce information from a text. Their style of handwriting improves and they begin to choose more adventurous vocabulary in their own writing. As at Key Stage 1 however, there are limited opportunities for pupils to make progress in their independent writing, especially in other subjects. Pupils with special educational needs make particularly good progress when they are supported within the classroom.

71At Key Stage 1, pupils work hard in lessons. They quickly become involved in their work and are keen to do well. Only when the work has not been matched sufficiently well to their attainment do they begin to lose focus. Pupils at Key Stage 2, also have a positive attitude to work. They listen carefully to the teacher and also listen carefully to each other's answers, sharing ideas well. They try hard even when they find the work difficult.

72The teaching of English is good overall. At Key Stage 1, the teaching was never less than satisfactory and there were examples of good and very good teaching. Teachers at this key stage have secure knowledge and lessons are usually carefully planned. Occasionally however, there is insufficient difference between the tasks planned for pupils of different attainment. Non-teaching support assistants are usually deployed effectively and good discipline is almost always maintained. Assessment is used well to ensure that pupils have reading books that meet their needs. When the teaching is very good the teacher gives much praise and support, helping pupils to correct their mistakes and giving them a real sense of achievement. At Key Stage 2, teaching was never less than satisfactory and in more than two thirds of the lessons it was good. Again teachers are secure in their knowledge of the subject and their expectations are high. Most of the lesson planning is clear and effective, although it is at the beginning and the end of this key stage that teachers most effectively match work to the levels of pupils' attainment. Discipline is almost always good, although occasionally pupils are allowed to become restless and time is lost. Good use is made of the well-established system of sending home reading books and sometimes other tasks, such as spellings, are set for homework. Non-teaching support assistants are almost always used to good effect. Sometimes opportunities are missed; for example, pupils are not always encouraged to use a dictionary or thesaurus to help them find alternative words. At both key stages pupils' progress in speaking and listening is enhanced by good classroom discipline.

73The English curriculum is based around the National Literacy Strategy and the school is using the strategy successfully to ensure that pupils gain skills in a progressive way. The medium-term planning for the strategy is good and assessment is being used effectively to chart pupils' progress in reading and spelling, to identify pupils with special educational needs and to identify those who would benefit from working in a small group to improve their writing skills. Inspection judgement and the discrepancy between the teacher assessment and the test results at the end of Key Stage 2 does however, suggest that teachers are not always accurate in their assessment of pupils' writing skills. Some use is made of opportunities to develop pupils' literacy skills outside the literacy hour, but on the whole this is not well developed and pupils have too few opportunities to use their writing skills in a range of different ways across the curriculum. Good use is more often made of opportunities to develop pupils' speaking and listening skills in other subjects, for example in religious education.

74The school has a high proportion of pupils with special educational needs, many of whom have literacy targets in their individual education plans. These pupils are often well supported by classroom assistants during the literacy hour, but the practice of withdrawing them from other lessons, although helping them with literacy skills, is currently compromising their access to a broad and balanced curriculum. There is insufficient liaison between staff in the planning of work for these additional lessons. The help given to pupils identified as needing support with their writing skills results in them missing half of their physical education and art lessons and this is also affecting their curriculum access.

75The responsibility for the co-ordination of English is shared between four teachers and although there are many indications of good leadership, there is no one person taking an overview of the subject. This results in some problems, as, for example, in the lack of liaison between teachers and support staff in the planning of work for pupils with special educational needs. There are however, effective measures in place to monitor pupils' progress and to set targets for improvement. There are adequate resources for the teaching of the literacy hour and enough books in the reading scheme, although there are too few texts in either of the library areas, even when account is taken of the books loaned by the local education authority. For example, there are too few texts covering a range of faiths. The library areas have a low profile in the school, with the main area within Key Stage 2 being used for teaching small groups and being inaccessible to pupils in Key Stage 1. With the exception of the library, the resources available for the teaching of English are generally well used. Support staff are used most effectively when helping pupils to work alongside others in the classroom.

76Since the last inspection the school has made good progress. The careful implementation of the Literacy Strategy is having a positive effect on attainment and progress and systems of assessment have been developed. Pupils are given some opportunities to draft their work but there are still too few opportunities for them to write for a range of purposes.

## **Mathematics**

77Overall standards of attainment in mathematics are below national expectation. There has, however, been significant improvement since the last inspection in 1994. The school is aware of the need to raise standards further and realistic targets for raising attainment have been set.

78In the national tests for seven-year-olds in 1998, the percentage of pupils reaching Level 2 or above was in line with the national average, as was the percentage of pupils reaching Level 3 or above. The school's results were above average for schools with pupils from similar backgrounds. In the 1999 Key Stage 1 national tests, the percentage of pupils reaching Level 2 or above was the same as the previous year, while the percentage reaching Level 3 or above increased by 10 per cent. As yet, however, there are no national statistics with which to make comparisons. Taking the 1996, 1997 and 1998 results together, the school's results for mathematics at Key Stage 1 were close to the national average. The inspection judgement is that, by the end of Key Stage 1, pupils' attainment is at the national expectation.

79In the national tests for eleven-year-olds in 1998, the percentage of pupils reaching Level 4 or above was well below the national average as was the percentage of pupils reaching Level 5 or above. The school's results were well below the average for schools with pupils from similar backgrounds. In 1999, Key Stage 2 tests showed a considerable (16%) increase in the percentage of pupils reaching Level 4 or above from the previous year. The percentage of pupils reaching Level 5 or above also showed a considerable (14 %) increase from the previous year. Taking the 1996, 1997 and 1998 results together, the school's results for mathematics at Key Stage 2 were well below the national average. Inspection judgement indicates that there has been a significant improvement in mathematics and by the end of Key Stage 2, attainment has risen and

is now below that expected for eleven-year-olds. The difference between inspection judgements and the 1998 end of Key Stage 2 test results can be explained in terms of the intensive teaching of numeracy skills in the run up to the 1999 tests and the fact that the cohort of pupils at the end of Key Stage 2 in 1998 had low levels of attainment throughout both key stages.

80The last inspection report identified that a lack of basic skill in numeracy at both key stages. Considerable improvement has been made since this time. The National Numeracy Strategy has been implemented well and the school is very effective in promoting numeracy across the curriculum.

81By the end of Key Stage 1, pupils can classify and sort shapes according to their basic properties. They can recognise, count and order numbers accurately to 100. Pupils use simple multiplication tables for sets of two, five and ten, developing number sequences to 100. Those of higher attainment can identify hexagons and pentagons from sets of shapes and round up and down to the nearest ten in three digit numbers.

82By the end of Key Stage 2, most pupils can change a fraction to an equivalent fraction and an improper fraction to a mixed number. Pupils of higher attainment recognise that the quickest method of reducing fractions to their lowest terms is to divide by the highest common denominator. Satisfactory standards of numeracy are shown, for example, when pupils use strategies to check that their answers are correct and reasonable. Pupils know how to use and apply their knowledge of multiplication tables to various aspects of mathematics. Younger pupils within the key stage have a good mathematical vocabulary when they speak about cones, cylinders, two-dimensional and three-dimensional shapes. Those of higher attainment can identify complex shapes such as spheres and triangular prisms, explaining the symmetrical properties of two-dimensional shapes.

83At Key Stage 1, pupils make good progress in understanding the language and symbols of mathematics. They develop problem-solving techniques and can sort shapes into those with similar properties. Pupils with special educational needs make good progress. They begin to identify and write the names of shapes such as squares, triangles and rectangles and they successfully transfer this knowledge onto mathematical patterns within a picture.

84Pupils at Key Stage 2 are also making good progress. Much of the recent progress is related to the well-organised use of the National Numeracy Strategy. Overall progress, however, is due to good teaching within a well-resourced mathematical structure. Pupils use their understanding of bar graphs to develop line and frequency graphs, being confident when speaking about the horizontal and vertical axes as  $x$  and  $y$ . Pupils of higher attainment use good problem-solving techniques in their work on fractions. Those of lower attainment develop the concept of ascending and descending numbers while those with special educational needs receive support from non-teaching staff. This enables them to make good progress towards the targets set for them within their individual educational plans. Weakness of presentation throughout the key stage, however, sometimes detracts from both attainment and progress.

85At both key stages, pupils' attitudes to their work are good. Relationships between pupils and pupils are good, as are those between pupils and adults. Pupils are enthusiastic to learn and generally they listen well to directions given. Concentration is good and some pupils are able to develop tasks independently as part of their homework. Pupils are very keen to be asked to give an oral answer at both the beginning and end of numeracy lessons and they enjoy discussing their work with adults. Sometimes, pupils spontaneously applaud the success of less able pupils.

86The overall quality of teaching at both key stages is good and it is never less than satisfactory. Teachers' subject knowledge is very good and they use the National Numeracy Strategy well. The best teaching takes place when challenging questions are asked and high expectations are present. Mathematical language is developed and reinforced in very good mental mathematics

sessions. Teachers all plan their lessons according to pre-established learning objectives and the outcomes of these objectives are now beginning to be used to develop the next phase of learning. Teachers manage their pupils well. Work is marked promptly, but it does not always provide helpful comment upon how pupils can improve their attainment. Assessment is made throughout the year; the co-ordinator is now monitoring the subject both in and out of the classroom and very challenging targets are set for all groups of pupils. These targets must now be closely linked to planning within the National Numeracy Strategy in order that pupils of different levels of attainment reach their potential. Homework is provided; however, it is not always matched to pupils' prior attainment and there is inconsistency in the timing and manner in which it is set.

87Resources are good in quality and quantity and they are used well. Long, medium and short-term planning have all improved since the last inspection. There is a satisfactory subject policy which is reviewed regularly. The school is now in a position to continue to make further progress within mathematics.

## 118 **Science**

88By the end of both key stages, pupils' attainment is broadly in line with the national expectation. All pupils, including those with special educational needs, make good progress.

89In the 1998 teacher assessments for seven-year-olds, the number of pupils reaching Level 2 or above and the number of pupils reaching Level 3 or above was broadly in line with the national average. When compared to similar schools, pupils' attainment is above average. In 1999, teacher assessment indicated an increase in the percentage of pupils reaching Level 2 or above and Level 3 or above. Overall there has been significant improvement since the last inspection. Inspection judgement suggests that attainment by the end of Key Stage 1 is at the nationally expected level.

90Results from the 1998 national tests at Key Stage 2 show that the percentage of pupil's reaching Level 4 or above was close to the national average, with a slightly below average number reaching Level 5 or above. Over a period of three years since 1996 the school has sustained good improvements by analysing results and setting targets for pupils at the end of Key Stage 2. In comparison to similar schools, attainment in 1998 was average. Results from the 1999 tests indicate continued improvement in the number of pupils reaching both Level 4 and above and Level 5 and above. Inspection judgement shows that attainment is at the level expected and that standards have improved through good quality teaching, effective target setting and good attitudes from pupils. This represents a major success for the school and is an improvement since the last inspection.

91Attainment in the area of experimental and investigative science is satisfactory at the end of both key stages and pupils make good progress. Key Stage 1 pupils are introduced to the idea of predicting the likely outcome of an investigation. Pupils successfully conduct an investigation with magnetic and non-magnetic materials and pupils of higher attainment are effectively challenged by the discovery that not all metals are magnetic. By the end of Key Stage 2, pupils assess which solids will dissolve in water, using their knowledge of materials from earlier lessons, before conducting an investigation to test their predictions. Pupils make good progress in their use of scientific vocabulary with pupils at the end of Key Stage 2 using terms such as fair test, hypothesis, migration and hibernation correctly.

92Within the area of life processes and living things, teacher assessment shows that attainment at the end of Key Stage 1 is average. There is little current evidence on which to base a judgement. At Key Stage 2, pupils have a good understanding of the habitats of squirrels and hedgehogs and what they eat. They recall earlier work on plants in detail and understand the functions of roots on

a plant. Pupils of higher attainment know the term photosynthesis and the part it plays in plant growth. Pupils make good progress in making observations of their natural environment on visits out of school.

93 Attainment in the area of materials and their properties is above the nationally expected level at both key stages. At Key Stage 1 for example, younger pupils work with materials such as wood, stone and paper. They can categorise them accurately, describing them with terms such as rough, smooth, soft and hard. At Key Stage 2, pupils know that some gases are safe and others are dangerous and their knowledge from Key Stage 1 work has progressed such that important terms such as condensation and evaporation are now used readily. Pupils explain the way some materials keep heat in and others let it through. Pupils present results from their insulation experiment, using information technology.

94 Little direct evidence from observation of lessons was available to enable a judgement to be made on pupils' attainment in the area of physical processes. However, through discussion with Key Stage 1 pupils it was established that they understand that the sun is a source of heat and light and Key Stage 2 pupils can discuss their work on friction relating this to bicycle brakes. Scrutiny of the long and medium-term plans shows that this aspect of science is taught at other times in the year.

95 Overall progress is good. Good improvements have been made in both the Key Stage 1 and Key Stage 2 national tests. The development of vocabulary specific to the subject is consistently good throughout the school. At Key Stage 1, pupils make good progress in their observation and methods of recording. In this they effectively use their mathematical knowledge as well as improving their vocabulary. Pupils at Key Stage 2 make good progress in activities related to the application of science in everyday situations, such as investigating gas in fizzy drinks. Pupils with special educational needs make good progress when they are well supported by the classroom assistants or when word lists and writing guides enable them to complete their work. By the end of Key Stage 2, pupils develop a good understanding of why it is important to measure liquids accurately and they begin to use the terms soluble and insoluble correctly. Pupils make good progress in their speaking and listening skills as is evident where pupils assess differing opinions in order to decide how to proceed with their investigation.

96 Pupils have good attitudes to their work and mostly behave well in lessons. Older pupils have an increasingly mature approach to their work and are well motivated. This has a significant effect on the improvement in their attainment. They are keen to answer questions and take part in practical work. Most pupils respond well to directions from their teachers. They work effectively as groups to complete a task and share table space and materials amicably. In all classes, pupils handle equipment carefully. Their personal development is enhanced when they are allowed to take part in their own learning; for example, younger pupils report their findings and answer questions confidently, while older pupils respond with detail and reasons to challenges from the teacher about their results.

97 The quality of teaching is good overall, with examples of very good and excellent teaching. Relationships between teachers and pupils are good. There are high expectations of behaviour and work from teachers who know their pupils well. Consequently teachers are able to relate questions and work to the different attainment groups in their classes. Lessons generally have good pace and interesting activities keep pupils well motivated. Teachers are secure with the subject and this has a good impact on the quality of the question and answer sessions at the beginning and end of lessons. At Key Stage 1, there is a good balance of teacher direction and pupil activity, with lessons being split appropriately into manageable time blocks. Throughout the school pupils have access to a support assistant for help when they need it. Where there is good planning, so that the assistant has a clearly defined role, this has a positive effect on pupils' progress. Classes are well managed. If behaviour problems occur there are effective strategies to

deal with the situation. Planning is thorough, but does not include the regular use of information technology to present work and data. Targets based on assessment information have had a good influence on the improvement in attainment. The day-to-day assessment is not always used consistently to allow the outcomes of lessons to affect subsequent lessons planning.

98The co-ordinator has developed a satisfactory subject policy which is reviewed regularly and there is a good level of clearly labelled resources. The monitoring of teaching and learning within the classroom has recently begun.

## 129 Information Technology

99During the period of the inspection, it was possible to observe only one lesson at Key Stage 1 and one lesson at Key Stage 2. Evidence gathered from these lessons together with the scrutiny of pupils' work and displays and discussions with staff and pupils, however, indicates that by the end of both key stages, attainment is below that which would be expected for pupils of the respective ages. Since the previous inspection the school has been unable to keep up with the rapid changes in equipment and developments within information technology and pupils do not yet have access to electronic mail.

100By the end of Key Stage 1, pupils are familiar with the functions and use of a keyboard, in order to write text on to the screen confidently. They use icons to embolden and change the size of fonts correctly. In numeracy and science lessons, Year 1 and Year 2 pupils respectively complete an exercise and print off their work for their personal file. By the end of Key Stage 2, pupils can create bar graphs from their own data and print pictures for work in history. Many pupils, however, cannot open a program and organise, store and retrieve information. Pupils of higher attainment can discuss the use of spreadsheets when forming graphs but they are not yet using information technology to control, nor to monitor external events.

101Progress is unsatisfactory at both key stages. Progress for pupils is constrained through lack of regular opportunities to practise their skills. Pupils at Key Stage 1 make satisfactory progress using the tool bar and using paintbrush and pencil, but the majority does not yet know how to sort information and data. Older Key Stage 2 pupils create bar graphs and forms for recording their science work, which is satisfactory for their age. Work in retrieving and drafting on screen though is underdeveloped and their skills with fonts and the saving of work have not progressed sufficiently well from Key Stage 1. Although pupils are improving their keyboard skills through programs that involve basic instruction, they are not developing the skills necessary to enter and revise text. Pupils with special educational needs have insufficient opportunity to develop their skills in information technology and their progress is also unsatisfactory.

102When working with information technology, pupils are well behaved and co-operate with each other effectively. They are keen to learn and take pride in their achievements. Despite the limitations in information technology vocabulary, they are eager to explain the work which they have produced.

103Very little direct teaching of information technology was seen during the period of the inspection; therefore, no overall judgement has been made. However, from discussions with teachers and pupils and through scrutiny of work, it is evident that teachers do not exploit the available resources sufficiently well. Planning does not provide adequate coverage of the programmes of study. Whole class lessons with the younger pupils, to help pupils become familiar with the keyboard, are effective when they have clear objectives and lessons are not too long. Where the teacher is confident and has a structured lesson, pupils are attentive and impressed

with the results achieved. Throughout the school, teachers effectively promote the use of information technology through their displays and labelling. The use of classroom support assistants to develop information technology has not been fully explored.

104The curriculum time allocated to the subject is low and is not used consistently across the school. The school recognises that this is an area that needs improving. In order to achieve this, the recently appointed subject co-ordinator has devised a good development plan after making an audit of what the school is doing and what it needs to do in order to fulfil National Curriculum requirements. Insufficient progress has been made since the last inspection.

## **Religious Education**

105During the period of inspection, it was only possible to see religious education being taught at Key Stage 2. However, it was clear from looking at pupils' work and discussing their work with them that standards of attainment by the end of both key stages are in line with the expectations of the Agreed Syllabus.

106By the end of Key Stage 1 pupils can describe a Christian church, and talk about the cross and the clothes worn by the vicar. They know that in the Bible there are stories about Jesus and they remember some of the stories they have heard. By the end of Key Stage 2 pupils, although uncertain about the difference between the Old and the New Testaments, understand that texts such as the Bible give people guidance in their daily lives. They can name items of church furniture and understand that the cross has a symbolic significance to Christians.

107Pupils at both key stages, including those with special educational needs, make satisfactory progress. Pupils at Key Stage 1 learn that the stained glass windows in the church tell stories, while pupils at Key Stage 2 begin to understand the symbolism of such features. Pupils at Key Stage 2 learn that festivals such as harvest are celebrated in more than one faith and develop an understanding of how religious beliefs influence people's lives, such as the visit of Moslems to Mecca.

108Pupils at Key Stage 2 enjoy their work in religious education. They discuss with interest their visit to the church and listen intently to stories. They are attentive in lessons and, whilst being keen to give their own answers, they are willing to listen to the contributions of others.

109The quality of teaching seen at Key Stage 2 was satisfactory. Teachers are secure in their subject knowledge and they often pose questions that make pupils think carefully. Discipline is good but the lesson planning does not always ensure that the work provided for pupils of different prior attainment is sufficiently well matched to their needs.

110The long-term planning of the curriculum ensures that the Agreed Syllabus is appropriately implemented and it does generally allow pupils to gain knowledge, understanding and skills in a logical way as they move through the school. Work covered in religious education makes a good contribution to pupils' spiritual, moral, social and cultural education. Pupils are often encouraged, for example, to reflect upon the relevance of Biblical stories to their own lives and they study aspects of religions such as Judaism as well as Christianity. The vicar is a regular visitor to the school but there are no visitors to represent other faiths. With the exception of library texts, there are adequate resources with good use being made of opportunities to visit Sutton Church.

141

## **141 OTHER SUBJECTS OR COURSES**

### **Art**

111 During the period of inspection it was possible to observe lessons only at Key Stage 2. Evidence gathered, however, through the scrutiny of pupils' work and discussions with pupils and teachers at Key Stage 1, indicates that pupils' overall attainment at both Key Stage 1 and Key Stage 2 is broadly what would be expected for their respective ages.

112 At Key Stage 1, pupils use an appropriate range of media and techniques to express their ideas and feelings. Pupils mix colours well, experimenting with yellow and blue to create numerous shades of green. They are able to make choices, for example, when choosing from a variety of different-sized paintbrushes to find the type most suited for their task. Pupils of higher attainment begin to develop their sense of size and proportion as they produce portraits of each other, although several other pupils still show immaturity when sketching bodies.

113 At Key Stage 2, pupils are knowledgeable about a range of artists. They copy the work of Louis Williams, paying considerable attention to detail, creating good quality scenes of the environment and at the same time experimenting with different media. Abstract drawings, based on the work of Kandinsky, show an appreciation of tone in a three-dimensional form. By the end of Key Stage 2, pupils of higher attainment can paint with much attention to the detail of foliage in the school's garden. Some pupils, however, have immature work, showing trees without branches.

114 Pupils make satisfactory progress at both key stages. The newly developed use of sketchbooks has improved both standards of attainment and progress; however, there is much inconsistency in their use throughout the school. Skills developed in art are linked to other subjects. For example, when pupils experiment with paper, using their numeracy and technology skills to measure and adapt size, texture and shape before constructing a three-dimensional abstract form. At Key Stage 1, pupils create basic pencil sketches of houses, developing their techniques and concept of line, tone and form. As they progress through the school, pupils become better at recording their results; for example, when they shade their drawings of bottles to show the effect of light sources around the room and when their observational drawings clearly show the texture of the inside of an orange. With a considerable amount of adult support, pupils with special educational needs make satisfactory progress throughout both key stages.

115 Pupils' attitudes to art are satisfactory at Key Stage 2. They are keen to discuss their work, explaining how their painting or collage has developed and they are keen to find out about famous artists. Some older pupils use their literacy skills to research and develop their work by finding more information about artists in the school's library. Most pupils concentrate well; however, a minority displays a lack of ability to work consistently well when not directly supervised. Relationships are generally good. Most pupils respond with interest when their teachers demonstrate techniques and they try very hard to imitate what they see.

116 No teaching of art was observed at Key Stage 1. The overall quality of teaching at Key Stage 2 is satisfactory. The best aspects of teaching show good subject knowledge which enables teachers to introduce new skills to pupils. Good organisation allows industrious work within groups and teachers link the work of previous lessons well. In the satisfactory teaching, introductions and intended learning outcomes are clear but sometimes too long, so detracting from the main objective of the lesson. Tasks are set at the appropriate level and the teacher works with groups of pupils, developing new skills. Through skilful demonstration, teachers help pupils to understand new techniques; however, insufficient use is made of either demonstration directly by pupils or by the teacher using pupils' work.

117 A subject policy of satisfactory quality has been developed by the co-ordinator. Long and medium-term plans are followed at both key stages. General resources are satisfactory and a range of artefacts relating to famous artists has been developed. Cross-curricular displays enhance the interior of the school. Monitoring of pupils' work is carried out mainly by teacher

assessment and phase group meetings. The school has good links with visiting artists and such visits are used well to develop pupils' and teachers' skills. The school has made satisfactory progress since the last inspection.

## 148 **Design and Technology**

118 During the period of inspection, it was possible to observe only one lesson at Key Stage 1 and one lesson at Key Stage 2. Very limited evidence of work done was provided. Scrutiny of planning and discussion with staff and pupils indicate that standards of attainment are not as good as described at the last inspection and by the end of both key stages it is below that which would be expected for pupils of the respective ages.

119 At Key Stage 1, pupils experience cutting and sticking activities and with adult support they can cut a slit in a picture to make a moving part. Such activities do not advance the skills learned earlier or relate to a model in other subjects, such as history or science. Pupils do not experience a range of materials that is normally expected by the age of seven. In Years 3 and 4 pupils understand about fastenings and how to strengthen materials, such as paper. They incorporate a press-stud and draw string-fastening methods into their designs for a bag. Pupils show a secure understanding that a design is not merely a picture, but a working document with materials and the process of manufacture outlined. Through knowing that to roll paper or use concertina folds makes it stronger, they can make a sturdy picture frame. This is attractively finished using petal shaped rolls of paper and knotted or frayed cotton string. In a model designed to study the effects of rain, the construction techniques are insufficiently advanced and the overall range of construction skills at the end of Key Stage 2 is lower than expected for pupils of this age. Bearing in mind the intended purpose of designs, many pupils do not understand the evaluation process sufficiently well.

120 At both key stages, insufficient progress is made in developing skills, knowledge and techniques in design and technology. The school lacks resources to ensure adequate coverage of the programmes of study in the National Curriculum. Opportunities for the pupils to design and make products are hampered by very limited time allocation to the teaching of the subject and the lack of a detailed scheme of work to guide teachers. The links with other subjects, such as science have not been fully exploited.

121 In the two lessons observed, pupils' response was satisfactory. Discussion with pupils shows that they enjoy their technology lessons. Some of the challenges have excited pupils when the end results have been suitable for the purpose intended.

122 Insufficient teaching was seen to form an overall judgement. Pupils have opportunities, as they arise, to take part in competitions and events organised by local commercial companies, such as a recent fruit salad competition held within the locality. Older pupils experience some good quality problem solving activities during their residential visit.

## **Geography**

123 Pupils' attainment at the end of both key stages is generally in line with that found in many schools nationally. Satisfactory progress is made at Key Stage 2 and good progress at Key Stage 1. Satisfactory progress has been made since the last inspection.

124 At Key Stage 1, pupils can identify housing types in the form of flats, terraced, detached and semi-detached. They can label a diagram, giving specific names for both the inside and outside parts of a house. By the end of Key Stage 1, most pupils have gained a basic geographical

knowledge and some skills. For example, they can identify England, Scotland, Wales and Northern Ireland on a map of Great Britain and on a plan of an imaginary island, they use geographical terminology such as mainland, lakes and villages to label their diagrams. At Key Stage 2, younger pupils confidently discuss the meaning of different types of settlement. They can explain the importance of ports and can identify differences between villages and hamlets. Pupils with special educational needs can follow a simple route on a map and use mapping symbols to identify features from the map. Pupils in Years 5 and 6 study water and the work of rivers and river systems. They understand that water is vital to human life and they can explain about pollution and the general need for sewage and filtering systems.

125By the end of Key Stage 1, pupils have made good progress and they begin to draw, either freehand or on the computer, their ideas of a plan of the school. At differing levels of attainment, all pupils, including those with special educational needs, can identify the main features on their plan such as the hall and their own classroom. Pupils of higher attainment confidently use their literacy skills to provide an imaginary tour of the school for a visitor. At Key Stage 2, satisfactory progress is made over a series of lessons which study the effects of rivers on the landscape. Most pupils can explain that rivers flow in channels and valleys and they can identify meandering rivers and flood plains from photographs and television programmes. Pupils of higher attainment give good definitions of geographical terms such as erosion and deposition, knowing that the speed of the flow of rivers determines the size of the materials transported in the water. Overall, progress at Key Stage 2 is satisfactory; however, further development is sometimes hampered by untidy presentation.

126Pupils' attitudes to learning at both key stages are satisfactory. They enjoy geography and many pupils are enthusiastic during question and answer sessions and volunteer answers willingly. An example of this was during a filtration experiment when pupils showed surprise at the quantity of debris left after cleaning the polluted water. They do not, however, always take this enthusiasm through to the recording and writing stages of the lesson. Pupils throughout the school show concern for issues that affect their locality. Older pupils have the opportunity to develop relationships with teachers and other adults in the more informal setting of a well-organised residential visit where many opportunities for the development of geographical skills arise.

127The overall quality of teaching is satisfactory at both key stages. Teachers have a secure subject knowledge and lessons are planned according to both long-term and medium-term plans. They use the correct terminology and encourage pupils to do likewise. The good use of the environment helps to stimulate and extend the interest of the majority of pupils. At Key Stage 1, good resources are provided and used well to demonstrate teaching points so allowing good progress to be made. At both key stages, the level at which pupils attain is sometimes affected adversely when teachers spend too long introducing work prior to pupils becoming actively involved in learning. Although pupils with special educational needs make satisfactory progress, a lack of consistent planning between teachers and support assistants prevents such progress from being good.

128The co-ordinator has developed a satisfactory policy which is reviewed periodically. Good links have been made with local businesses and pupils have been involved in designing a community wildlife area on recovered wasteland. Field trips add depth and rigour to geographical studies when pupils collect information which they analyse and present in displays and booklets. These show development in the skills of both literacy and numeracy. Time spent working in the environment is limited, however, by the curricular demands of other subject areas.

## **History**

129By the end of both key stages, pupils' attainment in history is in line with that expected for their

age. At Key Stage 1, pupils make comparisons between the past and present. They have a developing sense of time and chronology. Younger pupils can all discriminate between old and new and those of higher attainment can explain why a very old jigsaw puzzle, loaned from a local museum, is still in pristine condition. Pupils discuss, with some confidence, the differences between housing 500 years ago and that of today. They understand that supermarkets did not exist in the olden days and that often, animals were kept in or near the houses in order to provide an immediate food source.

130At Key Stage 2, younger pupils have a satisfactory understanding of beliefs and religious practices in Ancient Greece. Pupils of higher attainment can discuss in detail individual gods and goddesses and aspects related to them. By the end of the key stage, several pupils struggle to understand the consequences of Henry's break with Rome, and that priests had to hide as a result of historical events of the period. Older pupils develop a good understanding of World War 2. They write detailed accounts of the air raid patrol wardens and design posters encouraging parents to send their children to areas of safety. The recording of work throughout both key stages is variable in quality.

131Pupils, including those with special educational needs, make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. At Key Stage 1, pupils sequence time over a period of 100 years, using photographs and family tree information brought from home. Younger pupils use the terms of 'before,' 'after,' 'today,' 'tomorrow,' and 'yesterday' when comparing their bedrooms to those of children from the past. Older pupils use their experience of 'old' and 'new' to discuss reasons for modern-day clothing being very different from that of hundreds of years ago. Pupils with special educational needs realise the need for no engine on an old-fashioned sailing ship. At Key Stage 2, following a series of lessons relating to the 1930s and 1940s, pupils begin to develop an understanding of wartime practices. Following a comprehension passage they use literacy skills to describe the feelings associated with a city child's evacuation to the countryside. Pupils of higher attainment discuss types of evidence and its reliability when they compare memoirs, newspaper articles and books.

132The response of pupils to history is good at Key Stage 1 and satisfactory at Key Stage 2. Most pupils enjoy the subject. The majority concentrates on the task in hand, although at Key Stage 2, some pupils struggle to maintain good concentration during discussions and some pupils lack perseverance when carrying out research tasks. Behaviour is generally good and on the whole, pupils work well both individually and collaboratively. Younger pupils show much excitement when observing museum artefacts and handle them with care and respect. They are enthusiastic to explore the background of very old items. Relationships between pupils, and pupils and their teachers are satisfactory.

133The overall quality of teaching at Key Stage 1 is good and that at Key Stage 2 satisfactory. At Key Stage 1, some teaching is very good and at both key stages it is never less than satisfactory. Very good teaching uses an excellent range of artefacts to develop pupils' understanding of change over time. A very good subject knowledge and good use of adult support allows pupils to use their speaking and listening skills confidently when appropriately-matched class discussions create good progress for pupils of all levels of attainment. An example of this is when nursery rhymes are used to establish fact or fiction. Where teaching is good, teachers have high expectations of pupils and use skilful questioning to help pupils extend their thinking further. In the satisfactory teaching, classrooms are organised and pupils are managed well. There is a good working atmosphere with set standards of discipline.

134The co-ordinator for the subject has developed a detailed policy and there is a very good catalogue of school and community resources. The last inspection reported that pupils used insufficient skills of observation during history lessons. Good progress has been made in this area and pupils are now able to make successful deductions from historical sources.

## 165 **Music**

135By the end of both key stages standards of attainment in music are at least in line with those expected. At Key Stage 1 standards of attainment in rhythm work are above those expected for pupils of this age.

136By the end of Key Stage 1 pupils can compose pieces with a simple structure of long and short sounds. They listen attentively and repeat rhythms played to them, maintaining two parts when playing on tambourines. They confidently sing well known songs such as, 'If I were a butterfly'. By the end of Key Stage 2 pupils recognise how music can convey images and they select and use instruments expressively to illustrate their firework poems, using their own notation. They can sing songs in two parts and show an awareness of phrasing and expression, but they have a tendency to sing too loudly and when this happens they become less tuneful.

137Pupils at Key Stage 1 make good progress. They learn how to use instruments to make long or short sounds and begin to understand how rhythmic patterns can be combined in different ways. They gain confidence in singing and when attention is drawn to the words, their diction improves. At Key Stage 2, pupils make satisfactory progress. They learn to listen carefully to music, beginning to compare different styles and to think about the intentions of the composer. They too gain confidence in performance skills, but they are not always given sufficient guidance to help them improve the expression as they sing. Pupils with special educational needs also make good progress at Key Stage 1 and when included in lessons, satisfactory progress at Key Stage 2.

138Pupils at both key stages have a positive approach to music, working with interest and enjoyment. They all participate in hymn practice with enthusiasm, creating a strong sense of community and co-operation.

139The teaching of music is never less than satisfactory throughout both key stages and examples of good and very good teaching were also seen. Teachers have good subject knowledge, especially at Key Stage 1 and pupils are given challenging work. Pupils are invariably well managed and good use is made of carefully selected resources. Lessons are planned clearly, although sometimes the objective of the lesson lacks focus.

140The music curriculum is balanced and well planned, giving pupils in all year groups the opportunity to experience all aspects of the subject. Sometimes however, pupils at Key Stage 2 with special educational needs are regularly withdrawn from music lessons, meaning that they do not have full access to the curriculum. Good use is made of visitors and visits, such as that to the City Hall for the annual singing day, enhance the curriculum. Resources are adequate and the instruments are of good quality. The music co-ordinator has a clear view of the subject and gives a good lead to colleagues. Since the last inspection the opportunities given to pupils to compose their own music have improved.

## 171 **Physical Education**

141Dance and gymnastic were the only activities seen during the inspection. Pupils' attainment by the end of both key stages is about that normally expected for pupils of comparable ages. Changes in the provision since the last inspection ensure that pupils make at least satisfactory progress at both key stages. There is a significant minority of pupils whose performance in dance and gymnastics is above what is expected for their age.

142At Key Stage 1, pupils perform simple skills safely and show control in linking their actions

together. They show good control of jumps and landings and pupils of higher attainment demonstrate well-controlled cartwheels. Other pupils show confidence when using the climbing frame to test themselves by going higher. Pupils make good progress in showing care for their own safety and that of others. Progress is good when the youngest pupils perform graceful swooping movements in a dance.

143At Key Stage 2, pupils make satisfactory progress in refining their sequences begun in the previous lesson. They demonstrate different means of moving by sliding, rolling, walking and running, with satisfactory control and inventiveness. When pupils fully understand the task, they successfully make alterations to their first ideas. Where coaching points are less well made and good performances go unrewarded, the progress in the lesson is slow. A significant minority of older pupils performs cleanly executed forward and backward rolls.

144At both key stages pupils respond to lessons well. They show enthusiasm for their work and most enjoy being asked to demonstrate their movements. They listen carefully to the teachers' instructions and work well, individually. Key Stage 1 pupils show courtesy for others and behave well towards each other when working on the large equipment. They are well behaved and show determination to improve their performance. Most pupils have a great sense of personal responsibility when they change groups with minimum intervention from their teacher. Pupils at Key Stage 2 show a good level of co-operation when developing their sequences with a partner. Where pupils do not behave as expected, there are effective measures taken to ensure that the lesson is not disrupted. Older pupils clear away equipment safely and sensibly.

145The quality of teaching is satisfactory overall with some good features. Where the teacher has a secure knowledge of the skills and level of performance, pupils are well motivated to giving a good performance. In some classes, pupils are continually assessed and supported by effective interventions by the teacher. Consequently their performance is improved rapidly and pupils are challenged very well. Lessons are usually well planned and pupils are reminded about safety considerations in ways appropriate to their age. In some classes, pupils were observed missing part of the lesson for extra work in other subjects. There does not appear to be a system for monitoring how much physical education is missed.

146Long-term planning shows an appropriate programme of games, swimming and athletics for each year. The school continues to give a high profile to outdoor activities as a means of challenging pupils and presenting opportunities for teamwork. This is a strength of the school and effectively supports the social development of the pupils involved. On occasions, pupils participate in coaching sessions provided by professional rugby and football clubs. This has a good impact on the pupil interest and performance in those activities. Some sporting opportunities are provided in after-school clubs.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

147A team of four inspectors, one of whom was a lay inspector, spent a combined total of 14 days in school. Prior to the inspection, a range of documents was analysed. On an initial visit, the Registered Inspector met the headteacher, staff and governing body.

148Further documentation was scrutinised during the inspection. The inspectors observed 80 lessons and parts of lessons. They also observed what happens at the beginning and end of each school day. They listened to pupils read and examined samples of their work. They held discussions with pupils, the governing body, staff and parents. A total of 63 hours was spent on the above activities.

149Prior to the inspection, a parents' meeting was held which 4 parents attended and 53 responses to the parental questionnaire were analysed.

### DATA AND INDICATORS

#### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
R-Y6	206	1	85	56

#### Teachers and classes

##### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8.1
Number of pupils per qualified teacher	25.4

##### Education support staff (YR – Y6)

Total number of education support staff	8
Total aggregate hours worked each week	165

Average class size:	29.4
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## Financial data

Financial year:

1998/9
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	£
Total Income	471,900
Total Expenditure	455,505
Expenditure per pupil	1,752
Balance brought forward from previous year	-4,857
Balance carried forward to next year	11,538

## PARENTAL SURVEY

Number of questionnaires sent out:

250
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Number of questionnaires returned:

53
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### 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	34	58	4	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	47	51	2	0	0
The school handles complaints from parents well	17	58	21	4	0
The school gives me a clear understanding of what is taught	28	56	8	8	0
The school keeps me well informed about my child(ren)'s progress	26	53	17	2	2
The school enables my child(ren) to achieve a good standard of work	32	58	6	2	2
The school encourages children to get involved in more than just their daily lessons	21	54	19	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	44	4	8	4
The school's values and attitudes have a positive effect on my child(ren)	28	57	13	2	0
The school achieves high standards of good behaviour	26	53	17	4	0
My child(ren) like(s) school	56	40	2	2	0