

INSPECTION REPORT

ALL SAINTS CE JUNIOR SCHOOL

Hessle

LEA area: East Riding of Yorkshire

Unique reference number: 117978

Headteacher: Mr J. S. Porteous

Reporting inspector: Mr. D. Nightingale
OFSTED Inspector Number: 18911

Dates of inspection: 20th – 24th March 2000

Inspection number: 188659

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Northolme Road Hessle East Riding of Yorkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. P. Hogan
Date of previous inspection:	9 th – 12 th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Nightingale	Registered inspector	Special educational needs	What sort of school is it?
			The school's results and achievements
			How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
Mr S Vincent	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr D Earley	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
		Information technology	
Mrs A McAskie	Team inspector	English	
		Music	
		Equal opportunities	
Mr J Taylor	Team inspector	Mathematics	
		Physical education	
Mr P Tuttle	Team inspector	Art	
		Geography	
		Religious education	
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The Registrar
 Inspection Quality Division
 The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary controlled Church of England junior school of above average size for boys and girls aged 7 to 11 years old. There are 464 pupils on roll with about equal numbers of boys and girls. Information from the statistics available indicates that when pupils enter the school their overall attainments are about those expected of pupils of their age. Ten per cent of pupils are eligible for free school meals; this is broadly in line with the national average. There are 58 pupils on the register of special educational needs and this represents a slightly lower proportion than the national average, although eight of these pupils have statements of special educational needs. The number of pupils from ethnic groups and those with English as an additional language is very low.

HOW GOOD THE SCHOOL IS

This is a good school where pupils' individuality and personal development are given high priority. Pupils have very good attitudes to their work, willingly accept responsibility and behave well. The standards achieved are at least as good as they should be and are better than this in some subjects. The quality of teaching is good. The curriculum is planned well to provide relevant opportunities to meet the needs of pupils. Care arrangements are good, as are relationships with parents and carers. The school is well led. An awareness of what it does well helps the school set targets for further improvement. It has made satisfactory improvement since the last inspection. The school provides good value for money.

What the school does well

- Pupils' attainments in science, particularly investigative science, and religious education are above average.
- The quality of teaching is good in nearly three-quarters of lessons.
- Pupils have very positive attitudes towards learning and school life.
- Pupils' personal development, especially the acceptance of responsibility, is very good.
- The school is very good at developing pupils' spiritual awareness, moral understanding and social responsibility.
- There are very good systems for encouraging good behaviour, attendance and pupils' welfare.
- There are very effective links with parents.
- The school benefits from the very effective leadership of the headteacher.
- Financial planning and administration are very good.
- The school implements its aims and values very well.

What could be improved

- Pupils' writing and the quality of the presentation of their work is not of a consistently appropriate standard.
- Monitoring and evaluating the work of the school is not sufficiently extensive to provide useful information about the standards attained by pupils or about how consistently policies are put into practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in July 1996 the results achieved by eleven-year old pupils in the National Curriculum tests have improved steadily, in line with national trends. Good progress has been made in developing pupils' abilities to apply mathematical skills more effectively in investigative work. Very good progress has been made in raising pupils' attainments in science, particularly in investigative work. Progress on the action points from the previous inspection has been satisfactory in improving expertise in information technology and in organising classroom tasks for pupils of different levels of attainment. There has not been enough progress in developing the monitoring of teaching and the evaluation of its impact on standards achieved.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	C	C	D	well above average A above average B average C below average D well below average E
Mathematics	C	B	C	C	
Science	D	A	C	C	

Test results show that standards of attainment are broadly in line with national averages. The percentage of pupils achieving the higher level in English was below average and this is reflected in the below average performance when compared with similar schools. This was due to weaknesses in pupils' writing, an issue the school is addressing successfully, although standards of presentation are still not as good as they should be. Test results, overall, for the past four years show that progress in improving pupils' attainments has been similar to the national trend. Particularly good progress was made in 1998 and the percentage of pupils attaining the expected levels has been sustained since then. Targets for the current year are realistic and evidence indicates that the school is likely to achieve, and possibly exceed, them. Inspection evidence shows that pupils' attainments in science are better than that expected nationally and that pupils make good use of their mathematical knowledge.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school life and show a high level of interest in their work.
Behaviour, in and out of classrooms	Good. Pupils are courteous, polite and considerate to one another.
Personal development and relationships	Very good. Pupils eagerly carry out responsibilities for helping around the school. Pupils work and play together well.
Attendance	Good.

This is a significant feature of the school. The very positive attitudes, good behaviour and level of responsibility shown by pupils reflects the school's aims and values very well. Relationships between pupils and between pupils and adults are very good.

TEACHING AND LEARNING

Teaching of pupils:	Aged 7-11 years
Lessons seen overall	Good

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

The quality of teaching in English and mathematics is good. Teaching of science is very good. Teaching of numeracy skills is particularly effective as a result of the setting of pupils into groups of similar ability for mathematics. This is successful in helping to raise standards. Literacy skills are also taught well and pupils in Year 6 benefit from working in sets based on their attainments. Pupils understand what they are expected to learn as teachers share the objectives of each lesson with them. Teachers provide pupils with tasks that are interesting and that challenge their thinking. Good use is made of questioning to probe pupils' knowledge and to help pupils extend

the understanding of their work. Lessons have a good balance of activities and proceed at a good pace so that pupils learn at an appropriate rate. Resources are used well to support teachers' explanations and to help pupils with their learning. The school meets the needs of pupils effectively, particularly those pupils with special educational needs who benefit from a good level of support.

Seventy-one per cent of teaching seen was good or better, with 20 per cent of lessons being very good. One lesson was excellent. There was no unsatisfactory teaching.

Pupils' learning overall is good. They work at a sustained pace throughout lessons and acquire appropriate levels of understanding, knowledge and skills. They make good use of their previous knowledge when they apply it new work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good range of well-planned and interesting learning opportunities is provided for all pupils. The numeracy and literacy strategies are implemented well and statutory requirements for the National Curriculum are met.
Provision for pupils with special educational needs	Good. Individual educational plans provide appropriate targets and help pupils to make at least satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Christian values guide the life of the school. Provides very well for pupils to develop understanding of themselves, to learn values for life and to take part in the life of their community. Fosters a good understanding of cultural heritage and an appreciation of the richness of other cultures.
How well the school cares for its pupils	Very good. The school's good procedures for supporting pupils' health, safety and well being are effectively followed. Good assessment procedures help in planning appropriate work.

Links with parents are very effective and have a positive influence on how well pupils achieve. A good range of information about the school and pupil's progress is provided for parents.

Although priority is given to teaching literacy and numeracy the curriculum is well planned to ensure that pupils have a good range of experiences of all the subjects of the National Curriculum. Although pupils are offered a wide range of opportunities for extra-curricular activities the clubs available for the youngest pupils are limited.

Policies and procedures for the care and well being of pupils are very good and implemented very effectively. Simple and well-understood rules help promote good standards of behaviour. There is a good health education programme.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher provides clear and purposeful direction to the school in the implementation of the school aims and Christian values. This permeates the daily life of the school. Subject co-ordinators provide good leadership for their subjects but have yet to fully develop their role in monitoring and evaluation.
How well the governors fulfil their responsibilities	The recently formed governing body has made a good start to its work. Its involvement in financial planning is good and monitoring the work of the school has started. More clearly focused criteria for judging success in achieving targets are needed.
The school's evaluation of its performance	Monitoring and evaluation of standards and of the implementation of planning and policies are unsatisfactory.
The strategic use of resources	The school makes good use of staffing, accommodation and resources to support pupils' learning. Financial planning is very good. This is supported by very good administrative and financial procedures.

There is an appropriate level of suitably qualified teaching and support staff. Spacious and well-maintained buildings provide a stimulating place for pupils to learn. Resources to support teaching and help pupils learn are good in most subjects.

The headteacher gives the school very good leadership. Subject co-ordinators are knowledgeable and lead developments in their subjects well. The monitoring of these developments and of pupils' learning and attainment is not extensive enough to provide a rigorous evaluation of the school's achievements. The governing body is well placed to develop improved strategies for overseeing the work of the school and judging the effectiveness of its decisions. The school strives successfully to apply the principles of best value in its resources and activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children make good progress • Behaviour in school is good • Teaching is good • They feel comfortable to approach school with a problem • That the school expects their children to work hard and achieve their best • That the school is well led and managed. 	<ul style="list-style-type: none"> • That homework should be set more consistently from class to class • Opportunities to see the work of their children in order to be better informed about their progress • That not all pupils have opportunity to take part in after school activities

Evidence of inspection supports the generally positive views of parents about the school. Amounts of homework set are appropriate for the age of pupils. Parents receive good quality of information about their child's progress but they do not consistently have the opportunity to look at the work in pupils' books in all classes. The school provides a good range of after school activities but the youngest pupils have limited chances to take part in these.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. By the time pupils leave the school standards overall are about those expected of pupils of their age. In the most recent National Curriculum tests for eleven-year olds pupils' performances in English, mathematics and science were close to the national average. The trend in results in all three subjects over the past four years since the last inspection has been for a steady improvement, which has been at least in line with improvements nationally. Comparing the school's test results with similar schools shows that pupils' achievements are satisfactory in mathematics and science but that achievement in English is below that of similar schools. This is mainly due to the small percentage of pupils who attain a level higher than expected for their age (Level 5). The school has identified weaknesses in pupils' writing, particularly that of boys, as the main cause of this. Evidence from tests used by the school indicates that results this year will be improved as more pupils are on course to attain the higher level. This marks good progress, as none of the pupils in this year group entered the school with handwriting skills that were better than average. Inspection evidence supports the trend of improvement, as standards in English and mathematics were judged to be at least at the levels expected of pupils, with a proportion of pupils working well at the higher level. In science standards were higher than would be expected for pupils of their age. The school has appropriate targets to achieve in 2000. These have been modified to set a higher target in the light of evidence of continued improvement. Evidence from the inspection indicates that the school is likely to achieve its targets.
2. The inspection found that pupils' attainments in English by the time they leave the school are about those expected of eleven-year olds. Within this there are variations as the standard of pupils' reading is good but the standard of handwriting and general presentation of work is not as high as it should be. Most pupils read fluently and accurately and talk sensibly about their likes and dislikes in reading. Pupils have a good understanding of what they have read and use research skills efficiently to find information to support work in other subjects. Written work is often thoughtful in its content and usually follows the conventions of grammar and relevant punctuation. Pupils do not, however, take enough care in the presentation of their work and too many pupils have not developed a neat and joined style of handwriting. In discussions or shared reading sessions pupils talk confidently when expressing their views, ask suitable questions when appropriate and listen carefully to others.
3. Pupils' attainments in mathematics are in line with the standards expected nationally. Regular sessions in oral and mental activities have led to pupils' improved confidence and interest. They have learned a range of strategies which help them to successfully use their knowledge of numbers to solve different problems. In this aspect of their work their attainments are better than expected of their age group. Pupils' knowledge and use of different measures are sound and they have an appropriate understanding of shape, angles and different forms of symmetry. Data are recorded in suitable ways, particularly to support their work in other subjects such as science and geography. The organisation of pupils into sets according to their abilities has had a positive effect on pupils' attainments, particularly in their use and application of knowledge.
4. In science, pupils attain standards that are above those expected by the end of Key Stage 2. This is an improvement on the results of the last national tests for eleven year olds. In their investigative work most pupils have a good understanding of how

to conduct fair tests. They devise their own experiments, select and use suitable equipment, observe closely and record their findings clearly. Most pupils predict likely outcomes and draw appropriate conclusions, making good use of their previous understanding of scientific ideas. More able pupils consistently give clear explanations - for example, on the importance of controlling variables in their experiments. Lower attaining pupils clearly describe how they conduct investigations, although their explanations show that they are not always sure about their conclusions. Through careful examination of plants pupils understand about life processes and use this to make comparisons between plant and animal life. In their study of solids, liquids and gases pupils develop an understanding of how some of these can be changed and that some of these changes can be reversed but others cannot. Pupils have a good understanding of forces such as gravity and use this well when carrying out simple investigations. Most pupils make effective use of different forms of graphs to record their results, sometimes using computers to help compile information. They have a good understanding of how famous scientists have developed scientific ideas.

5. Progress of pupils with special educational needs is satisfactory. They learn at an appropriate rate though few of these pupils achieve the levels expected for their age. When they are given individual support pupils make good progress in achieving the targets set in their individual educational plans and improve their knowledge of basic skills. These skills are not always consistently developed in class activities. Setting in Year 6 for English benefits the pupils with special educational needs as the pace of lessons is more closely related to their needs. Consequently they have time to consolidate what they have learned and develop a clearer understanding of the topics on which they work. For example, through carefully structured series of lessons these pupils learned how to write a sensibly worded letter of complaint. Some pupils make enough progress as to no longer need additional support.
6. In information technology, pupils achieve standards by the time they leave the school that are close to those expected for their age. Pupils use their skills well to support their learning in other subjects. In English, they use word-processing skills, to arrange information in alphabetical order or to organise and present work clearly. They use e-mail confidently when communicating with partner schools in Europe. Data in lessons such as science and geography are recorded on appropriate programs which are used to present the information in different forms of graph. Pupils know how to retrieve information from disks in the library so that they can gather further knowledge to help in history lessons. Computers are used effectively to help control activities such as working a sequence of lights or creating patterns. External events are monitored, such as outside temperatures, to provide useful information for geography and science lessons.
7. Pupils' learning in religious education is good and their progress is such that they attain knowledge and understanding that are better than possessed by most pupils of their age. The expectations of the local agreed syllabus are exceeded. Pupils have a good knowledge of Judaism, Islam and Christianity and use this on occasions to make appropriate comparisons. Through their study of different faiths they understand the significance of symbolism in religious observance. They have a good understanding of important Christian festivals such as Easter. They build successfully on their knowledge as they progress through the school; for example, they successfully extend their knowledge of the Jewish faith and traditions.
8. Pupils' learning in art, geography, history and music is good, so that by the time they leave the school pupils have knowledge and understanding in these subjects that are often better than that expected of pupils at the end of Key Stage 2. In design and

technology and in physical education pupils learn well and gain relevant skills and knowledge that are appropriate for their age.

Pupils' attitudes, values and personal development

9. The previous report was very positive about the attitudes and behaviour of pupils and this continues to be a strength of the school.
10. Pupils have a great deal of enthusiasm for school and have very positive attitudes to their work and to the extra-curricular activities and clubs. They say school is an exciting and fun place to be. During lessons and in discussions they enjoy explaining about their work and are confident to ask questions as well as answer and express opinions. They listen well to instructions from adults and are keen to succeed. They show appropriate pride in achievements when these are rewarded in class or whole school assemblies.
11. Pupils behave well in the classroom, as well as around the school and in the playground. They are courteous and show respect to adults and their surroundings. When, just occasionally, there are instances of unacceptable behaviour or bullying it is dealt with effectively. The school has a very good atmosphere for learning and the pupils themselves say that the school is a friendly place to be. Relationships between pupils are very good, as are those between adults and pupils.
12. Pupils' personal development is very good. As they progress through the school they are increasingly able to work co-operatively with their peers. They work in pairs and groups, help each other, learn to share and take their turn and enjoy showing their work in front of the class. They listen to each other and show respect, tolerance and consideration for other points of view. They are appropriately involved in their own target setting and the completion of learning logs, all of which encourages independent learning. They value these opportunities very highly and feel they benefit from them. A wide range of duties is willingly undertaken in the classrooms, library and playground and older pupils take great pride in acting as prefects and house captains. The school regularly engages in fund-raising and pupils frequently take the initiative for this. They regularly support many domestic charities. More recently they have been moved to send help to refugees in Kosovo and to the victims of flooding in Mozambique. When the time comes for them to leave the school they are confident, articulate individuals, ready for the next stage of their education.
13. The level of attendance is above the national average. There are fewer unauthorised absences than nationally.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good overall and makes a significant contribution to the good quality of learning that pupils achieve. Teaching was good or better in 71 per cent of lessons and in 20 per cent of lessons it was very good. One lesson was excellent. There was no unsatisfactory teaching. Teaching of science is very good and has a marked effect on the high standards achieved in this subject. In English and mathematics teaching is good and helps pupils sustain rates of progress appropriate for their age and their abilities. Teaching of art, history, music, physical education and religious education is also good and helps pupils to achieve standards that are often better than those expected of their age. Only a limited amount of teaching was seen in geography and no teaching of design and technology and information technology was seen.

15. Where teaching is very good, teachers use their good knowledge of the subject to set high expectations of what pupils are to learn. Very good use of questioning extends pupils' thinking and deepens their understanding of what they are learning. For example, skilful questions in an English lesson enabled pupils to show their understanding of new vocabulary when using words such as *nostalgic* and *distraught*. When appropriate, good direct teaching of the class helps pupils to understand more effectively. In a mathematics lesson, for example, careful revision of previous work on area was developed further to give pupils a method of calculating dimensions of shapes with similar areas. In the best lessons tasks are organised well so that pupils are challenged and inspired to use their previous knowledge well and so develop their understanding further. For example, in a science lesson very effective questioning helped pupils use their previous knowledge to explain how to conduct an experiment and how they could sensibly record the results. Practical activities are well organised so that pupils take some responsibility for planning their own work. The time available for each lesson is used very effectively. The balance of explanations, discussions and pupil activity is good and pupils are encouraged to work at a good pace in order to complete quickly the tasks set. This helps pupils to learn at an appropriate rate. The relationship between teachers and pupils is always very good in the best lessons and this enables lessons to proceed smoothly and pupils to concentrate on what they have to learn.
16. Teaching of literacy and numeracy is good and effective in developing pupils' skills and understanding. Teachers have a good knowledge of the National Literacy Strategy appropriate for the age of pupils they are teaching and are developing a good understanding of the framework for teaching numeracy. Teaching pupils in sets according to their abilities in mathematics helps teachers to focus more closely on what the pupils in each group need to learn. This helps to teach more effectively relevant skills and to ensure that pupils work at a suitable pace. Pupils benefit from this more focused approach and this is evident in the improved attainments of many pupils. The similar approach to literacy in Year 6 is also effective, particularly in giving confidence to pupils with special educational needs and in focusing more closely on what each group needs to learn in order to make improved progress. In both literacy and numeracy lessons teachers' planning closely follows the guidelines in the appropriate framework. This helps teachers to provide a good structure to lessons and to provide suitable activities. Lessons are a good balance of the recommended activities and sensible use is made of short sessions at the end of each lesson to share what pupils have learned in the lesson.
17. Teachers are confident in teaching the skills required in literacy and numeracy lessons. They read stories and poems expressively, capturing pupils' attention and providing a good role model. They explain how pupils can improve their writing, such as in a lesson in Year 6 on letter writing where the focus was on presenting a clear argument. In numeracy, teachers make good use of their understanding of number such as when improving pupils' understanding of multiplication by encouraging them to explore repeated addition patterns. In other subjects teachers' confident knowledge contributes to effective teaching. In music lessons, for example, expertise and knowledge are used well to ask pertinent questions such as when helping pupils extend their understanding of the musical properties of different instruments.
18. Good use is made of the planning for each term to produce effective plans for each lesson. This planning provides a good structure for most lessons and ensures that the work provided builds on pupils' previous experiences. Tasks chosen encourage pupils to successfully apply their previous knowledge to new situations. For example, in an English lesson the planning ensured that pupils were given activities to consolidate their previous knowledge and develop a better understanding of changing words from singular to plural. Teachers share the objectives of each lesson with

pupils so that they understand what is expected of them and judge for themselves whether they have been successful.

19. Lessons are well managed. Pupils respond well to the high expectations of good behaviour and are particularly pleased when they receive praise and rewards for good work and responsible behaviour. The organisation of activities ensures that resources are readily available and that the minimum amount of time is lost in changing activities. As a result lessons proceed at a good pace and pupils work with sustained concentration. Pupils are clear about the amount of time available to complete a task and this encourages them to work at an appropriate rate. Good, clear explanations, often involving skilful questioning, ensure that pupils understand what it is they are to do. Very effective use is made of demonstrations by the teacher or, when relevant by the pupils. A balance of suitable methods is used in lessons, including, for example, direct instruction in mathematics, question and discussion in English, use of story in religious education and investigative work in science and history. Resources are used well to support teaching. Artefacts in history and relevant equipment in science help pupils to successfully investigate for themselves and to draw sensible conclusions from their observations. Particularly good use is made of the overhead projector to illustrate examples of work.
20. Pupils with special educational needs benefit from the support of enthusiastic and competent classroom assistants. As a result these pupils are able to take a full part in all lessons and make satisfactory progress in their learning. The specific support they receive to achieve targets in their individual education plans is effective in helping them learn basic skills. Teachers do not always ensure that the targets in individual education plans are incorporated into pupils' work in class activities, although most work is suitably adapted to ensure that pupils succeed.
21. The short discussions at the end of lessons are used sensibly to assess what pupils have learned in the lesson. During lessons teachers make effective use of their observation of pupils' work to help correct mistakes and to suggest ways pupils can improve their work. Intelligent use is made of these assessments and the marking of pupils' work to help plan further work. The new marking policy in English is not yet being consistently implemented. Appropriate amounts of homework are given and the tasks set help pupils to consolidate what they have learned in lessons. For example, pupils in a Year 4 mathematics set were given work on multiplication patterns to follow up a very successful lesson on number patterns.
22. Although teaching overall was good, there were some minor weaknesses in lessons. Teachers do not place enough emphasis on expecting consistent standards in the presentation of pupils' written work. Planning for group activities does not always ensure that the higher attaining pupils are given suitable work to extend their learning, for example when given work sheets in English which are not demanding enough. A very few lessons are rushed, as time has not been balanced well or too much content included. As a result the pupils do not learn as much as they should, as they do not have time to consolidate what they have learned. In a few lessons pupils' learning is inhibited by a lack of opportunity to develop their own ideas through, for example, explaining the methods they use to solve mathematical problems.
23. Pupils' learning overall is good, enabling them to make at least satisfactory progress and in some subjects, for example science, to make good progress. Teaching makes sure that pupils sustain a good rate of working in lessons so that they produce suitable amounts of work. The range of teaching methods used helps pupils to acquire levels of understanding, knowledge and skills that are at least appropriate for their age. Pupils make good use of their previous knowledge and skills when they use them to help understand new work.

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

24. The school does all that it is required to do, in teaching all subjects of the National Curriculum and the locally agreed syllabus for religious education. It provides a very good range of well-planned and interesting learning opportunities to meet the interests, needs and aptitudes of all pupils, including those with special educational needs. The school places a well-balanced emphasis on the teaching of literacy and numeracy. It takes advantage of the current guidance of the Qualifications and Curriculum Authority in its planning of some subjects of the curriculum such as design and technology, history and geography. The school is approaching the implementation of the revised National Curriculum in a thoughtful and well-considered way.
25. The school makes good provision for pupils with special educational needs. Early identification of pupils' difficulties is given priority so that support can be given promptly. Individual education plans set clear targets and the close involvement of class teachers with the writing of these ensures they are aware of the pupils' targets. Most pupils are taught within their classes although some are withdrawn for specialised support. Good support from classroom assistants makes sure that the provision for pupils with statements of special educational is met well.
26. The school makes very good use of the skills and interests of staff, in, for example, information communication technology, music and drama. The organisation throughout the school of ability setting for mathematics and in Year 6 for English ensures that pupils meet challenging work which is suited to their abilities.
27. The school has implemented the literacy and numeracy frameworks successfully and provides good opportunities for pupils to use their literacy and numeracy skills in other subjects of the curriculum. For example, pupils use mathematical skills in scientific experiments on air resistance where they calculate median time values and, in geography, they use six-figure coordinates. In history pupils' study of time lines helps to increase their understanding of chronology. In extending their literacy skills pupils read Victorian novels and write detailed evaluations of their models produced in information communication technology activities. They make accurate written explanations of their scientific investigations into the viscosity of liquids and of their research into the lives of scientists like Newton and Lister. The school makes satisfactory provision for pupils to use their information technology communication skills in other subjects of the curriculum. They research historical civilisations such as Rome and ancient Egypt. In English, pupils use word-processing skills effectively and work on alphabetic order using appropriate techniques. They make good use of the Internet as part of the Comenius project to contact pupils in other countries to learn about life style and climate. In mathematics they use data they have entered to produce graphs.
28. The school provides a good range of extra curricular activities, although the provision for the youngest pupils is limited. Activities provided by the school include, soccer, netball, gymnastics, gardening, wind band, recorders, art, theatre, reading and mathematics clubs. In order to enrich the curriculum the school provides a good number of visits to places of interest. These include residential visits to Derbyshire and visits to such places as Normanby Hall, Eden Camp, Ferens Art Gallery and the Royal Armouries. The school makes very good use of the local community in order to support its work in the curriculum. For example, pupils use aerial photographs in geography, and, as part of religious education and worship, visit the church. The school is involved in the *Life Style Project* with the local police and makes effective use of the local country park for work in science. The choir and wind band perform at

various locations including homes for the elderly. Visitors are invited into school in order to extend pupils' learning. For example, local clergy, historians, senior citizens, the police, fire service and school nurse come into school and work with pupils. In its participation in the Comenius project the school provides access to a wider and international community in order to extend work in the curriculum. Through this pupils learn about the weather in different countries and are given the opportunity to compare other cultures and traditions with their own. This is complemented by the school's use of the Internet. This allows two-way communications with pupils in other countries, furthering literacy and information technology skills and access to pertinent sources of information, such as the website of the British Museum.

29. The system of house captains, prefects and classroom duty rotas provides good opportunities for pupils to experience the responsibilities of adult life and to help with the smooth running of the school. The school makes very good provision for sex education and education about healthy life styles, including education about the use and misuse of drugs. This is very effectively complemented by its provision of the Fitness Trail and the Peace Park. The school has received the health promotion award.
30. There are very close links with parents. They provide support and encouragement for pupils' homework and are often involved in work in school. There is a very supportive parent-school association. The association helps to raise funds and organise activities for the school. For example, it has recently provided a millennium clock for which pupils have provided designs and parents organise an annual arts festival. The school has very good links with local schools, particularly the local infant and secondary schools. It has, for example, been involved in a very successful collaborative design and technology project based on the nearby Humber Bridge. Teachers from local schools meet regularly to discuss curricular matters and pupils and teachers make frequent visits to other schools as part of the thorough arrangements in place to ensure smooth transition to the next stages in education.
31. The school makes very good provision for the personal development of its pupils. This adds to the positive ethos of the school and is a further development since the previous inspection. Provision for spiritual development is very good. Through religious education lessons pupils are brought to an understanding of spiritual importance to people's lives through their learning about different faiths such as Judaism and Islam. They listen to relevant stories with interest and by examining artefacts associated with these faiths have opportunity to further a sense of wonder. Opportunities are also taken in other lessons to develop pupils' appreciation and wonder at the world around them. For example, in English, they choose adjectives to match their feelings or in science they respond with awe to testing the permeability of various soils. Pupils are given opportunities to reflect on their experiences and develop self-knowledge through all areas of the curriculum as well as in the very good assemblies. Pupils are brought to a Christian awareness, through good opportunities for prayer and reflection in assemblies and during the school day.
32. Provision for pupils' moral development is also very good. The school cultivates a very good moral code which as well as teaching right from wrong, teaches pupils to practise good citizenship in the school. There is a good behaviour and discipline policy and the 'school care' code, worked out in discussions with pupils, helps to complement the teaching of moral awareness. The reward system successfully promotes good behaviour, hard work and achievement. Parents express clear satisfaction with the school's policies and values.
33. Provision for pupils' social development is very good and is reflected in the very good relationships in the school. Older pupils are given the chance to show responsibility

when they act as house captains and prefects and carry out their duties diligently. Opportunities for pupils to use their initiative and work co-operatively are given in many lessons such as in music, when they compose tunes in groups and then evaluate their work together. Social awareness is developed in religious education lessons, when pupils discuss their positive feelings about charity as part of their topic on the Islamic 'Pillar of Wisdom' Zakah. Pupils have very good opportunities to extend their range of social contacts through the Comenius Project that provides direct communication, via the Internet, with pupils in France, Spain, Italy and Finland.

34. Provision for pupils' cultural development is good. Through lessons in history, the literature they read and visits to local places of interest pupils have very good opportunities to develop an understanding of their own cultural heritage. Good provision is also made for pupils to develop an awareness of the richness of other cultures. Religious education lessons where pupils learn about the customs and traditions of other faiths make a positive contribution to pupils' cultural awareness. Opportunities are given in assemblies for pupils to listen to music from many different cultures such as music from China, Sri Lanka, Kenya and South America. A continuing contribution to pupils' cultural understanding is being made through the school's involvement in the Comenius Project where there are plans to link with a school in Egypt.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school cares for its pupils very well, paying great attention to their health, wellbeing and development. Very good relationships exist at all levels between adults and pupils and this is the foundation upon which pastoral care is built. In discussion, pupils express their complete confidence in the adults around them. In the pre-inspection questionnaires, parents confirmed that their children enjoyed coming to school.
36. Procedures are in place to ensure that health and safety matters are dealt with very effectively. Responsibilities for all personnel are defined clearly and the arrangements for first aid and welfare are very thorough. Provision for child protection is well established and all staff have appropriate guidance. The behaviour policy is effective in promoting social development and a safe environment. The rules are simple and well understood and both parents and pupils know what standards are expected in the classroom and the playground. The school has an effective health education curriculum and pays proper attention to promoting a healthy way of life, including an explanation of the emotional and physical changes which take place as pupils grow older. Regular attendance and punctuality are well promoted and very carefully monitored.
37. Procedures for the assessment of pupils' progress and development are effective and have improved since the last inspection. In addition to the statutory tests for eleven-year old pupils, the school uses a range of other tests in English, mathematics and science. Analysis includes identification of specific weaknesses, such as the lower attainment of boys in writing, and this is used to inform future curricular planning. This is not yet done consistently in all of the core subjects. Day-to-day assessment of individual pupils' work provides teachers with information to set learning goals and targets for improvement, although this too is not yet applied consistently across the school and in all subjects.
38. Pupils with special educational needs have individual education plans and there are good records of their progress available for review meetings and further target setting.

There is good liaison with the local education authority support services to provide specialist teaching, advice and assessment.

39. Through formal records and the work of the class teachers, support staff and year co-ordinators, the school knows its pupils very well. Teachers work with pupils to agree targets for their development and there is a private channel of communication between them through their learning logs. Should pupils experience problems, academically, socially or in their attendance, the school is able to respond quickly. This may be through additional help from the school's own resources, or by the use of the external support services.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents and carers hold very positive views about what the school achieves for their children. They are satisfied with the standards and progress achieved by their children. Parents feel that teachers work hard and that they are approachable if a problem needs to be discussed. They have positive views about how the school promotes the right values and encourages their children to work hard.
41. The school has very effective links with parents and these have a positive impact on what the children achieve and the life of the school. Parents receive a good range of information about the school and their children's progress and this helps them to make a good contribution to their child's learning.
42. When their children first join the school parents receive copies of the key policies on homework, behaviour, pastoral care arrangements, as well as the school prospectus. They receive frequent newsletters from the school and directly from the governing body as well as regular information about the topics and themes being studied. There are occasional seminars on current issues, such as the recent numeracy and literacy strategies. Each term parents have the opportunity for a formal consultation with their children's teacher. These meetings are well attended and pupils are encouraged to join their parents in the discussions. However, the arrangements for parents to see their children's work, are not always consistent between classes and need to be reviewed. Pupils' annual reports are of a good standard and describe what pupils can do successfully, their strengths, weaknesses and areas for improvement. Parents of children with special educational needs receive appropriate information about the contents of their child's individual education plan. Where appropriate parents are involved in reviews of their child's progress. Teachers make themselves available for informal contact at the start and end of the day and parents say they feel able to approach the school with problems.
43. The school has recently developed its own web site and this now contains a considerable amount of information about the school and the wide range of its work. As the number of homes with access to the Internet continues to rise, the school is very aware that this will become an increasingly important channel of communication with parents and a potentially valuable aid by which pupils can continue their learning and research at home.
44. Parents make a valuable contribution to their children's education. They ensure that their children attend school regularly and levels of attendance are above the national average. A good number of parents work alongside teachers in the classroom, helping with a variety of activities and there is never a shortage of volunteers to help with visits or transport to sporting fixtures. The school's dramatic and musical events are always well attended. All parents are encouraged to work with their children at home and most do so. There is a very active parent, staff and friends association

whose committee works very hard to raise funds which directly benefit pupils in the classroom. Their efforts to organise social events are equally important and do much to create the strong feeling of family and community that is apparent in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. One of the main reasons for the success of the school is the very good leadership provided by the headteacher and the effective support given by the senior teachers and subject co-ordinators. The headteacher provides a positive and purposeful direction to the school and has a clear view of the type of education the school should provide its pupils. Through personal example in assemblies, lessons and in his presence around the school the headteacher promotes the development of good relationships and the encouragement of a wide range of opportunities. The success of the school's aims in promoting Christian values and in providing a caring atmosphere where individuals are encouraged to develop their personal, social and academic skills is very evident in the daily life of the school. All staff are committed to these aims and this strongly influences the attitudes of pupils, who are well behaved, polite and very positive about school life.
46. The responsibility for the management of the day-to-day work of the school and for the development of the curriculum is effectively delegated to relevant staff. Year group co-ordinators ensure that activities for their year are suitably organised and that classes in their year group provide pupils with similar learning and other opportunities. Subject co-ordinators are very knowledgeable and organise developments in their subjects well. They have made significant contributions to the development of planning throughout the school to ensure that pupils learn skills and acquire relevant knowledge systematically. Their role in monitoring and evaluating the work of the school is limited and this is a weakness in the management of the school. Test results are analysed and this has successfully identified the need to address the issue of raising standards in boys' writing skills. There has been a limited amount of monitoring of classroom teaching, mainly of mathematics and English lessons, but this has not been extensive enough to identify issues or to ensure that policies are implemented consistently across the school. Co-ordinators do not see the planning of individual teachers often enough and rarely examine the work in pupils' books for their subject. This results in some inconsistencies in implementing policies between classes such as how teachers mark pupils' work. Informal discussions and meetings do, however, provide co-ordinators with useful information about their subject. Monitoring of work by the headteacher and other senior staff is also limited and there is no co-ordinated process for monitoring the work of the school systematically to identify what the school does well, where improvements could be made and teachers' expertise enhanced.
47. The recently established governing body is very supportive and has a commitment to further improving the quality of education provided the school. Well-organised committees and an effective overview by individuals of key aspects of the school, such as literacy and special educational needs, ensure that the governing body meets all its statutory responsibilities and gives appropriate time to consider relevant issues. Although a policy for the remission of charges on school activities is in place it is not implemented fully to cover all activities for which the school may make a charge. The governing body is provided with good quality information about developments in the curriculum by subject co-ordinators but governors are currently reliant on the headteacher and teachers for information on the effectiveness of policies. For example, the criteria for judging the success of targets in the school development plan are not precise enough in helping governors measure whether or not they have been achieved and what impact they have had on standards. The recently appointed

and well-informed chair of governors has a clear view of how this aspect of the governing body's work can be improved. Strategies for the governing body to more effectively evaluate the work of the school are at an early stage of development. Plans are appropriately advanced for the sensitive implementation of the performance review of teachers.

48. A good school development plan clearly establishes priorities for development and provides a secure base for strategic planning over a three-year period. Targets for each year are fully developed to provide suitable timescales, relevant strategies, personnel and estimated costs. In the current year the key targets are to improve the quality of boys' writing, improve standards of numeracy and to revise the information and communications technology policy in preparation for joining the National Grid for Learning. All these are very relevant to the school's needs in responding to national initiatives. Subject co-ordinators have a significant input into the school development plan, as they draft the original proposals for their subject. From this the senior management team develop the full plan, which is discussed and amended as necessary by the governing body. The result is a clear and manageable plan which contains useful pointers to judging its success. Criteria for judging the success help to focus on the impact of the targets but do not give enough guidance to the governing body on how to reach conclusions about the effectiveness of each target.
49. Financial planning is very good. It takes careful account of historical spending patterns and ensures that the basic requirements are adequately funded. Available finance is matched to the key targets for the year. Appropriate consultation occurs over important spending decisions, targets are clear and there is an awareness of the limitations of available finance. The results of the well focused spending are evident through the good level of resources and the well-maintained buildings, which provide an attractive and comfortable place for pupils to learn. Although staff make informal evaluations of the effectiveness of new resources they do not rigorously evaluate the effectiveness of purchases to see what contribution they have made to improving the quality of education. Good use is made of additional funds and grants to ensure that they provide the support for which they were intended. The acquisition of funds from the Comenius Project has been particularly successful in helping the school extend its links with schools in other countries. Taking account of available resources, the standards attained by pupils and the quality of education provided, particularly the high percentage of good teaching, the school provides good value for money.
50. Financial and school administration are very good. Administrative staff maintain records to a high standard, provide relevant information to the headteacher, staff and governing body and ensure that financial procedures are followed meticulously. The only recommendation of the last financial audit has been implemented. The efficiency with which the school office is run enables the headteacher and staff to concentrate on the central purpose of teaching pupils and developing their learning. Every attempt is made to ensure that money is spent sensibly and the best value achieved. Information technology is used very effectively to support administration and to reduce the workload on teachers. For example, producing pupils' annual reports using technology reduces the time needed to produce reports and thus reduces the stress on teachers.
51. The school has an appropriate number of suitably qualified teachers and support staff to teach the National Curriculum and religious education effectively. Those pupils with statements of special educational needs receive a good level of support from enthusiastic support assistants. Other pupils with special educational needs benefit from this support and from the effective support of other classroom assistants. Good provision for staff training has enabled the school to implement the National Literacy

and Numeracy Strategies successfully. The high level of support from the school and a wide range of courses provide very good induction for staff in their first year of teaching.

52. The accommodation is very good. It is well maintained and cleaned and provides an attractive and stimulating place for pupils to learn. A large library, stocked with an appropriate number of books, provides an attractive place for pupils to work independently when given the opportunity. Outside areas have been enhanced by imaginative use of space to create a Fitness Trail and a Peace Corner. Classes take turns to use these areas which are popular with the pupils and help to promote good behaviour and sensible attitudes at playtimes. The good quality and use of resources enhance the quality of teaching. Resources are good for all subjects except information technology and physical education, where resources are at least satisfactory in quantity and quality. Improvements in resources for information technology are planned to coincide with the link to the National Grid for Learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- **The school should continue to further raise the standard of pupils' written work by developing strategies to improve the quality of pupils' handwriting and the general presentation of work in all subjects.** *(paragraphs 1,2,22,60,66,107)*
- **Develop methods for the regular monitoring of teaching, pupils' work and the implementation of policies by:**
 - Establishing a programme for the regular review of pupils' work in each subject; *(paragraph 46,54,67,72,77)*
 - Reviewing teachers' daily planning for each subject; *(paragraph 46)*
 - Establishing a regular pattern of focused observations of teaching in all subjects; *(paragraph 46,77,81,86,109)*
 - Using the information to ensure a consistency of approach in implementing policies and planning; *(paragraph 46,67)*
 - Using the information to identify and plan for further development of teachers' expertise. *(paragraph 46,54)*

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

The school should also consider the following issues:

- Use consistently in all subjects the results of National Curriculum tests and, in all classes, the information from the daily assessment of pupils' work to help plan further work. *(paragraphs 21,37,67)*
- Improving the clarity of the success criteria in the School Development Plan to help make evaluation of targets more specific. *(paragraph 47,48)*
- Ensure consistency in allowing parents to have access to pupils' work at parent consultations and at other times. *(paragraph 42)*
- Consider ways of extending opportunities for extra-curricular activities to include the pupils in the youngest year groups. *(paragraph 28)*
- Fully implement the school's policy on the remission of charges. *(paragraph 47)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	98
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	19	51	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	464
Number of full-time pupils eligible for free school meals	46

FTE means full-time equivalent.

Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	62	67	129

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	47	49
	Girls	53	49	59
	Total	96	96	108
Percentage of pupils at NC level 4 or above	School	74 (65)	74 (68)	84 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	48	43
	Girls	49	46	50
	Total	83	94	93
Percentage of pupils at NC level 4 or above	School	64 (75)	73 (68)	72 (81)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	462
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	16.9
Number of pupils per qualified teacher	27
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	126

Financial information

Financial year	1999
	£
Total income	634939
Total expenditure	638406
Expenditure per pupil	1376
Balance brought forward from previous year	71907
Balance carried forward to next year	68440

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	464
Number of questionnaires returned	158

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	49	1	1	0
My child is making good progress in school.	45	50	4	0	1
Behaviour in the school is good.	30	61	5	1	3
My child gets the right amount of work to do at home.	24	54	17	3	2
The teaching is good.	39	55	1	0	4
I am kept well informed about how my child is getting on.	24	57	14	4	2
I would feel comfortable about approaching the school with questions or a problem.	48	47	3	0	2
The school expects my child to work hard and achieve his or her best.	56	41	2	0	1
The school works closely with parents.	27	55	12	3	3
The school is well led and managed.	51	42	1	0	6
The school is helping my child become mature and responsible.	38	55	5	0	2
The school provides an interesting range of activities outside lessons.	31	38	17	3	11

Other issues raised by parents

There were no other issues raised by parents.

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

ENGLISH

53. Standards overall are about that expected for pupils at the end of Key Stage 2. Although standards in reading are good but standards of handwriting and presentation are not high enough. Results of National Curriculum tests, since the last inspection, show that the school has continued to make steady improvements similar to those achieved nationally. Pupils' performance in the tests in 1999 was in line with the national average. The inspection and the school's own monitoring show that the number of pupils working at a level above that expected for their age is increasing, although, overall, girls still perform better than boys. The co-ordinators have worked hard to address the weaknesses in English and have been successful in ensuring that the National Literacy Strategy is effectively implemented. The school's recent emphasis on providing suitable texts for boys has helped to increase their interest with consequent improvements in their standards in reading. The recent focus on writing, throughout the school and in particular in Year 6, has also helped to raise standards. The booster classes provided for Year 6 pupils are also helping to improve their performance.
54. Overall, teaching is good. Sometimes it is very good. It is never less than satisfactory. This has a positive impact on pupil's learning. Teachers plan together in year groups and this ensures a high level of consistency in what is taught. Communication throughout the school is good and the co-ordinators have a good overview of the work being done in each year. Classroom monitoring takes place but needs to more clearly identify staff development needs and areas for improvement as well as to ensure more consistency.
55. Teachers plan in detail an interesting and challenging range of activities which help to capture the pupils' imagination; for example, pretending to be Howard Carter writing a diary of how he discovered Tutankhamun's tomb. Lessons are well organised and follow closely the National Literacy Strategy.
56. Teachers generally use the shared reading and word work time well; it is a strength in the teaching. Whole-class presentations involving question and answer sessions are often of a high standard and teachers are skilful in developing the pupils' vocabulary, paying special attention to the use of technical words in literacy. In some lessons teachers use the overhead projector effectively to emphasise words and phrases or to alter texts. Pupils listen carefully. They talk confidently about the content of shared reading texts and give their viewpoints or ask relevant questions in discussions. For example, in a Year 3 class, using a story set in Africa, one pupil enquired about the time difference between England and Africa. This appropriate text also stimulated interesting talk about other cultures. The pupils made good use of the text and pictures and also drew on their previous knowledge, when answering questions.
57. Work done in shared reading and word work sessions enhances pupils' reading generally and makes a valuable contribution to the good reading standards. Most pupils read fluently and accurately and understand what they are reading. The recent emphasis on providing texts especially aimed at the interests of boys has been successful and they talk enthusiastically about their likes and dislikes and concentrate well during reading sessions. Most pupils apply their research skills well in their work in other subjects.

58. Pupils' learning is enhanced by the very good relationships in classes. Teachers have high expectations of behaviour. They know their pupils very well and the sensitive approach to their needs enables pupils to respond with confidence even when they are unsure whether their answers are correct. The good pace of most lessons helps to keep pupils attentive to their work. Time targets are generally used effectively and consequently pupils complete an appropriate amount of work in lessons, except when the task set is inappropriate to the pupils' needs. This occurs in lessons where the worksheets used provide too little challenge for the most able or contain drawing activities that do not contribute to language development. In some free writing lessons, not enough account is taken of the targets set for less able pupils and the task is too difficult, resulting in poor quality, sometimes unfinished work. In Year 6, where pupils are set according to their needs, writing tasks seen in lessons were generally well matched to pupils' needs and teachers provided useful guidance sheets, which helped pupils to focus on the lesson objectives. The good quality of support provided for pupils with special educational needs enhances their learning of basic skills.
59. Teachers try to provide a variety of interesting subjects to develop pupils' writing skills and pupils usually respond with enthusiasm. Through poetry, stories, and factual information they are beginning to understand the difference between fact and opinion and to express points of view confidently when making an argument for or against such things as smoking, the price of football shirts or dangerous cycling lanes. They show sympathy for other peoples' feelings and problems, such as when pupils in a Year 5 class studying Carrie's War wrote a dialogue in which Carrie was being persuaded to talk about the guilty secret from her childhood. Pupils produced some very good expressive dialogue which they then read with great feeling and expression in the valuable plenary session. Throughout the school, teachers make good use of these short sessions at the end of lessons to celebrate pupils' effort and success and to reinforce and extend work done during the lesson. Pupils are often given the opportunity to discuss work in the light of the objectives set for the lesson. In a Year 6 class, for example, where pupils wrote a letter of complaint about trainers, some pupils read their letters whilst others played the role of shop manager replying to the complaint.
60. Pupils' work shows a good understanding of grammar and punctuation and of the structure of a story. They have personal targets for the development of their written work. The quality and use of these targets are variable across the school. Where these are specific and well used by the teacher, they are very successful in helping to improve performance, but in some classes the targets set are too broad and teachers do not make sufficient use of them in lessons. Teachers are not yet implementing the new marking policy consistently. Where it is being used well, teachers write helpful comments about how to make work better and the pupil corrects the work. Throughout the school, teachers place too little emphasis on standards of presentation and handwriting and consequently pupils do not always work with care and present their work well. Teachers provide opportunities for pupils to use information technology skills for word processing on a regular basis. In library lessons they sometimes have access to a CD-ROM and they make their own choices about information they wish to collect.
61. Displays round the school show examples of writing skills used in other areas of the curriculum, especially in history and geography. The school has taken part in a local educational authority initiative aimed at using non-fiction books as a vehicle for the literacy hour, in Years 3 and 6. This has provided interesting work in history and geography and has stimulated the boys' interest in reading. Regular homework contributes to the pupils learning. Work is further enhanced by the use of the

attractive well-resourced library and by the opportunities for pupils to take part in dramatic productions at various times of the year.

MATHEMATICS

62. The results in the National Curriculum tests for eleven-year olds have improved since 1996 in line with national trends. The percentage of pupils attaining the expected Level 4 has risen by eighteen per cent over the last four years. There has been a similar improvement in the percentage attaining the higher Level 5. The inspection confirms that standards are at least as good as those expected of eleven-year olds. The percentage of the current Year 6 who are well towards attaining Level 4 or above by the time they leave the school is above the target figure set by the school.
63. The National Numeracy Framework has been successfully implemented. The regular sessions of oral and mental work have resulted in growing confidence and interest in number. Eleven-year olds have developed a wide range of strategies for finding answers. They apply the knowledge of place value to positive, negative and decimal numbers, calculate by rounding numbers up and down, partitioning, doubling, halving and using inverse functions. They know their tables and how to use and apply them, for example when using factors of 24 to find how many regular quadrilaterals have an area of 24 square centimetres. Attainment in using and applying number skills is above average. Knowledge and understanding of metric measure, angles, shapes and data handling are used successfully to solve problems in mathematics and other subjects, such as working out the order of rotational symmetry in shapes, interpreting weather graphs in geography, measuring gravity in science and understanding chronology in history.
64. Almost all pupils are interested in mathematics. They behave extremely well, sustain concentration, work at a good pace producing suitable amounts of work and think and learn for themselves. In a lesson with slower learners, for example, the quality of relationships between teacher, support staff and pupils resulted in total commitment to the lesson by all pupils, resulting in very good learning of patterns in number tables and the use of these to solve basic problems. The after school mathematics club for Year 6 pupils allows older pupils to follow up their interests.
65. Overall, the quality of teaching is good, with some very good teaching and one excellent lesson observed. Teachers have a secure knowledge and understanding of the requirements of the National Numeracy framework and use good skills in teaching basic number. For example, a lesson with a younger group of faster learners, developing an alternative strategy for subtraction through rounding up and compensating, was particularly good in this respect. Good assessment of pupils' work ensures that teachers know exactly what to teach next to enable pupils to learn more. For instance, marking work together in a Year 4 class allowed opportunities for pupils to discuss correct and incorrect answers. This was used directly to consolidate pupils' learning and to plan for the next day's lesson. Most lessons are brisk and purposeful whilst giving time for pupils to think through their answers and explain their thinking. There is a high proportion of direct teaching using questioning, explaining and demonstrating, although, on occasions, this is too tightly structured to provide enough opportunities for pupils to discuss their answers.
66. The organisation of pupils into sets based on their attainments is very helpful in ensuring that there is a good match of tasks in lessons to pupils' age and ability. Most lessons have some element where pupils have a chance to learn and think for themselves. This has contributed to the good levels of attainment in using and applying numeracy skills. For example, there was very good learning in a lesson with

faster learners in Year 6 investigating statements such as 'Any two rectangles with the same area must have the same perimeter'. This inspired pupils to try and establish if there was any specific relationship between area and perimeter. In this and many other lessons pupils learned correct mathematical vocabulary to explain what they were doing. As a result many pupils define words such as *quotient*, *product*, *factor*, *ratio*, *sequence*, *predict*, *relationships*, *frequency*, *probability* correctly by the time they leave the school. Teachers use resources effectively. Classroom support staff are used sensibly to support pupils with special educational needs and 'boost' the attainments of pupils hovering near expected levels in Year 6. They are well briefed on lesson objectives and expectations so that they are effective in promoting good learning. Information technology has been used well to support teaching of data handling and the use of spreadsheets for problem solving. There are no significant weaknesses in teaching other than the acceptance in some classes of work that is untidy and poorly presented.

67. The subject is well managed and led. This has enabled the National Numeracy Framework to be successfully implemented and teachers to have appropriate training. There is effective use of test analysis to track the progress of pupils as they move through the school although this needs to be further developed to identify mathematical areas of particular weakness. Teaching is monitored through lesson observations but, whilst used constructively to improve techniques and strategies, is not yet firmly linked to ensuring consistency and monitoring the standards achieved by pupils. The decision to organise ability sets across each age group has had a significant impact on raising standards. This is evident for all ability groups, with lessons in which slower learners show growing confidence in basic number, those in which average learners are being challenged to attain expected, and higher than expected, levels and faster learners extending their attainment into work expected of older pupils.

SCIENCE

68. By the end of the key stage pupils' attainments are above those expected nationally. This is an improvement on the findings of the previous inspection, where attainment was in line with national expectations. It is also an improvement on the results of the National Curriculum test results for eleven-year-olds in 1999. The school has worked hard to successfully address criticisms from the previous inspection by raising attainment in science and by increasing teachers' effectiveness in teaching investigational work.
69. By the age of eleven most pupils select materials and equipment and devise their own investigations such as exploring the effects of air resistance. In this, and throughout most of their investigative work, most pupils show a good understanding of how to conduct fair tests. They make careful observations, for example, of the properties of rocks and, in work on mass, use springs balances correctly. They present their findings accurately and clearly. Lower achieving pupils give clear accounts of how they conduct investigations. For example, they carefully describe work on friction, although their explanations and conclusions are often unclear. Most pupils measure carefully and accurately, as in their work on condensation using thermometers, and in measuring weight using Newtons. Pupils make effective use of information communication technology in completing clear line graphs in work on evaporation. They use tables and graphs well to present the results of investigations into friction and solubility. Most pupils make predictions and draw appropriate conclusions based on clear understanding of scientific principles, as in work on the viscosity of liquids. More able pupils consistently explain clearly and accurately the role of input and output variables, for example, in work on heat and on permeability. Most pupils

increase their understanding of the development of scientific ideas through research into the lives of scientists such as Newton, Pasteur and Lister.

70. Most pupils know about the functions of plants and the main organs of the human body. They accurately compare plant and human reproductive processes. They carefully dissect and identify parts of flowers and know about photosynthesis and the factors contributing to a healthy life style. Lower achieving pupils accurately describe the differences and similarities between animal and plant life. Most pupils know about reversible and irreversible changes and accurately describe and explain processes such as evaporation and condensation. They distinguish between solids, liquids and gases and higher attaining pupils accurately explain molecular action in investigations into the process of dissolving. Most pupils understand the role of oxygen in burning and know how to separate mixtures. Lower attaining pupils understand the process of absorption and explain this clearly in simple language. Most pupils understand the relationship of the movements of the earth, sun and moon and clearly explain magnetic attraction and repulsion. They know about gravity, mass and weight and accurately explain the effects of a balance of forces on stationary objects. Higher attaining pupils choose their own ways of recording the accurate results of their work such as that on gravity and air resistance. Most pupils have a clear understanding of conductivity and thermal insulation in everyday objects.
71. The quality of teaching is often good and mostly very good. Most teachers have good subject knowledge. They have a good understanding of investigative work and explain their knowledge of the programmes of study carefully so that pupils' learning is reinforced. Teachers plan their work carefully and share the objectives of each lesson with pupils. This gives a clear structure to the lessons and gives pupils clear indications of the paths their learning is to take. For example, they know how they will be expected to describe the properties of rocks, or understand that the challenge is to decide how to analyse and record findings based on evidence relating to the ease with which water passes through different materials. Most teachers present their work in interesting and lively ways so that, for example, pupils are eager to use model cars and ramps to investigate friction or are fully engaged in investigations into the human skeleton and movement. Teachers usually organise work effectively so that there is a good balance between whole-class work and individual and group work. For example, teachers effectively revise previous understanding of the effects of gravity and air resistance with the whole class before pupils work individually on investigative work to produce apparatus which will deliver an object slowly to the ground. This consolidates previous learning and effectively challenges pupils to use this to acquire new knowledge, skills and understanding. Teachers control pupils well during demonstrations, investigations and discussions. They maintain good relationships that ensure pupils are well behaved and eager to do well. Pupils sustain their concentration well. Teachers value pupils' opinions and ideas and encourage pupils to use their initiative - for example, in evaluating investigations into viscosity. Most pupils respond well and work hard when not under the immediate supervision of the teacher. Lessons are usually conducted at a brisk pace so that pupils work productively, complete investigations and present their finished findings neatly. During lessons teachers use assessment effectively in order to help pupils overcome difficulties and advise them on the next steps to take. Teachers prepare work which is appropriate to pupils' abilities, so that activities build on previous knowledge and understanding. Where the quality of teaching is very good teachers have very good subject knowledge and very high expectations. They use questions very effectively to challenge pupils - for instance, to think about the most appropriate ways of calculating time in experiments on gravity. This encourages pupils to extend their knowledge and to apply considerable intellectual effort. Teachers have very good control and manage pupils very well so that most pupils are very well behaved and are fully engaged in their tasks. Teachers use demonstrations and scientific language very

well in order to increase pupils' understanding and extend their vocabularies. They challenge and inspire pupils to use their information technology skills to increase their understanding of plants or to develop their knowledge of input and output variables, for example in work on weight and height. Materials and resources are very well organised. This helps discussions and experiments to run smoothly and ensures that pupils sustain their concentration.

72. The subject co-ordinator is very knowledgeable. She has worked very hard to organise the subject and develop schemes of work and resources. Under her guidance the school has worked very effectively to increase the knowledge and skill of staff in the teaching of investigative science. This has had a significant impact on attainment. However, the monitoring of teaching and learning throughout the school is an area of weakness acknowledged as an area for further development. The school makes good use of assessment in science in order to identify areas needing further development - for example the need to focus on aspects of the programmes of study, such as permeability.

ART

73. Standards in art are good; pupils throughout the school make good progress. These findings show that standards are being maintained, in line with the previous inspection.
74. Pupils in Year 3 have a good knowledge of colours, mix paints effectively to produce shades of one or more colours and can paint with confidence. Completed patterns and pictures are of a good standard. In their study of famous Tudor people, Year 4 pupils use pencil and colour to produce good portraits of the kings and queens of this period. Year 5 pupils develop their skills of three-dimensional work in designing and making Egyptian Death Masks; the final outcomes of their work are good, with appropriate use of shape, texture and colour. The final masks give good support to their Egyptian study and are displayed to good effect. Other Year 5 pupils successfully manipulate and craft 'canopic' pots, adding colour to gain a realistic effect. By comparing their initial designs with their final work pupils sensibly evaluate their work. At the end of the key stage, in Year 6, pupils produce a wide range of good artistic work. After studying the work of Picasso they paint self-portraits in this specific style. They gain a knowledge and appreciation of the work of William Morris and use a 'window' technique to focus on pattern within the overall designs to produce good quality work. In developing wax resistant paintings pupils produce some detailed and creative 'scenes of winter'; in this area of their work pupils use textiles and collage to further capture these scenes. Older pupils also use chalk and pastels to draw pictures, by, for example, using a variety of spring flowers and plants for their stimulus. Following evaluation and some minor changes the pictures were then copied onto tiles. The final products of their endeavours were very good with all ability levels achieving a high standard.
75. Teaching of art is never less than satisfactory and in half of the lessons seen it was good or very good. In these lessons teachers use their good knowledge of the subject to support skilful teaching techniques; for example, a capable demonstration in using clay helped to improve pupils' skills. In some lessons, pupils are not always involved enough in discussions prior to starting activities. However, in the majority of lessons teachers share the objectives of the lesson with pupils and make effective use of short discussions at the end of lessons to evaluate pupils' learning and progress.

76. Pupils' attitudes to art work and their behaviour in the majority of lessons are very good. Pupils listen attentively; they are keen to give ideas and to appreciate the work of their classmates. Their concentration and application to detail in the work they do are exemplary. They readily express their liking of art; Year 6 pupils in particular enjoy replicating the work of Picasso and William Morris.
77. The well-qualified and experienced art co-ordinator gives good support to teachers. There is a well-written scheme of work which is sensibly being reviewed in preparation for the introduction of Curriculum 2000. Resources are generally good and used well to develop pupils' learning. There is an annual Visual Arts' Festival organised by parents and staff. This helps to maintain the profile of art in the school; some of the work produced for this is of a very high standard. At present there is no systematic programme of monitoring and evaluating of teaching and pupils' work to help take the teaching and learning of art further.

DESIGN AND TECHNOLOGY

78. It was not possible to see any lessons in design and technology during the inspection. However, from analysis of pupils' work, photographs, displays, teachers' planning and by talking to pupils and teachers, it is evident that by the time they leave the school at age eleven pupils' learning and progress are good. Most pupils have a thorough knowledge and understanding of designing, planning and evaluating and show well-developed skills in making.
79. Most pupils produce a wide range of well-finished and attractively decorated functional models. For example, pupils make carefully measured wooden puppets and Christmas cards with moving parts. They research, design and evaluate well-made miniature sized clothing suitable for different climates and produce imaginative and colourful plaques. Pupils plan, accurately measure and create frameworks for attractive household interiors. They examine the ingredients of a range of sandwiches before making and packing their own. Pupils carefully investigate how everyday objects such as kitchen utensils are assembled and function. They make carefully finished model vehicles and use pneumatics and hydraulics to create movement.
80. As they move through the school pupils have well-considered opportunities for working in a wide selection of materials. They develop a good range of skills such as joining, cutting, hole making and fastening. The school takes part in local projects such as the Humber Bridge project where pupils are challenged to collaborate with pupils from other schools to make well-finished model bridges with access for a moving model vehicle. Many pupils have participated in a competition to produce well thought out designs to be incorporated in a millennium clock provided by the parents' association.
81. The knowledgeable co-ordinator works hard to organise the subject efficiently. However, the school is aware that the monitoring and evaluation of teaching and learning are weak. The school has a good supply of resources and is preparing carefully for the introduction of the revised National Curriculum.

GEOGRAPHY

82. During the inspection, it was possible to see only a limited number of geography lessons. Judgements on standards and progress are based on the examination of the scheme of work for geography, teachers' planning, scrutiny of work and displays

around the school, together with discussions with the co-ordinator and pupils. Evidence indicates that standards are good and pupils make good progress. This is a development since the previous inspection when standards were found to be satisfactory.

83. In their local study unit, pupils in Year 3 draw plans of their classroom and understand the use of plans in locating places around them. They learn about how people affect the environment in which they live and how to recycle the rubbish readily discarded as waste. Their learning is enhanced by an excellent school-produced interactive game on waste recycling. Year 4 pupils, in their study of climate and worldwide weather, interpret graphs of temperature and rainfall; they show a good understanding of temperature and climatic conditions. Pupils in Year 5 learn about river formation and the action of a river as it flows on its journey from source to entering the sea; they show a good understanding of the effects of erosion and deposition on this journey. Year 6 pupils carry out further studies into their local environment. They use maps to identify different uses of land and use a variety of graphs to represent their findings well. Pupils learn about scale and use coordinates accurately in locating features on maps.
84. Teaching in the few lessons seen was good. Good organisation and very good use of resources have a positive impact on pupils' learning and contribute to the progress pupils make. The teacher's good subject knowledge in one lesson and the use of relevant vocabulary helped to deepen pupils understanding of photographs and maps.
85. Pupils have a positive attitude to geography studies. Their behaviour is always good. They collaborate well when working in groups to use games or study maps and photographs.
86. The co-ordinator is well qualified and enthusiastic in taking primary geography forward to meet the requirements of the new National Curriculum. A good scheme of work has been prepared ready for introduction in September 2000. Good use is made of the links with other schools in Europe through the Comenius Project. This extends pupils' understanding of Europe and its peoples. Resources are good and are supplemented or updated each year; plans are in place to review resources in light of the revised National Curriculum. There is currently no programme for systematically monitoring and evaluating geography teaching and pupils' learning to help identify areas that could be improved and celebrate what the school does well.

HISTORY

87. Pupils throughout the school make good progress in the acquisition of knowledge and understanding of history. Progress is such that by the end of Year 6 the standards achieved are better than expected of pupils of their age. Most pupils have a good understanding of the sequence of different historical eras and develop a good knowledge of historical facts. The encouragement to make comparisons between periods of history and the present makes an important contribution to the good progress. These findings are in line with those of the previous inspection.
88. Pupils in Year 3 make good progress in learning about Celts, Romans and Saxons. They develop a good understanding of life in Saxon England, by, for example, learning about law and order. Their learning is enhanced by an excellent school-produced game activity which helps to consolidate facts and deepen understanding of crime and punishment in Saxon Times. Year 4 pupils, in their study of the Tudors, have good opportunities to handle replica artefacts, record

observations and make appropriate hypotheses. Pupils, across all ranges of ability, have a good knowledge of the sequence of the kings and queens of this era. Egyptian history is a focus for Year 5 pupils who make good progress in developing an understanding of the hierarchy of Egyptian society. All pupils have a sound understanding of the Nile region and successfully use their map skills in this topic. By the end of the key stage, Year 6 pupils have gained a good knowledge of historical facts and built up good skills in researching into the past. They study the Victorian period and cover a vast range of activities in their work, which includes the industrial revolution, inventors, health problems, workhouses and Victorian family-life. Pupils of all abilities accurately order dates and events and show a good understanding of the chronology of this period.

89. The teaching of history is good. Lessons are well organised and teachers use a variety of strategies to engender enthusiasm and motivation in lessons. Very good use is made of resources; these give good support to teaching and help pupils learn through careful observation. Very good use is made of visiting speakers to provide high quality information that develops pupils knowledge and understanding. For example, a speaker on the Victorian period displayed and discussed relevant artefacts and this increased the quality of pupils' learning and helped them to gain a better understanding of the period. Teachers make very good use of discussions at the end of lessons to review what pupils have learned and to give opportunities for pupils to express their opinions.
90. Pupils show a keen interest in history. They respect the efforts their teachers make in preparing interesting work, such as providing a well-informed speaker to talk about Victorian dress and other fineries of that period. Pupils listen attentively, sensibly share ideas and confidently describe what they have done. In some lessons they make effective use of information they have learned previously. The behaviour of pupils during history lessons is always good.
91. The experienced co-ordinator has been very active in establishing history as an important area of the curriculum. A wealth of good resources has been developed to support teaching and these directly increase pupils' learning. There has been some successful monitoring of teaching.

INFORMATION TECHNOLOGY

92. During the inspection it was not possible to see any complete lessons in information communication technology. However, from analysis of pupils' work, displays and teachers' planning, and from talking to teachers and pupils and observing work in progress during lessons it is clear that by the end of the key stage pupils' attainments are in line with national expectations. This is in line with the findings of the previous inspection. As they move through the school most pupils make satisfactory progress in developing skills and use information communication technology effectively in other subjects of the curriculum.
93. By the end of the key stage most pupils add, amend, and present information efficiently, for example in the form of line graphs in scientific work on evaporation. They organise and present ideas, for example, on recycling for a partner school in Finland, combining text effectively with photographs. Pupils make efficient use of data bases to produce and interpret graphs reflecting opinions such as those on the noise levels and tidiness of the school. They use e-mail competently to communicate with pupils in European schools in the Comenius project. For example, they write letters and compare climates and Christmas celebrations in different countries. Most pupils make effective use of computer research provision in the library and conduct

accurate research on the history of Rome and ancient Egypt. By the end of the key stage most pupils use computers to control lighting sequences and create patterns and shapes. They develop series of commands which they save to use later. Pupils use computers to monitor temperatures outside the school and in experiments with cooling rates of water. More able pupils use spreadsheets effectively to organise calculations in mathematics. Most pupils use computer based models to deepen their knowledge and understanding of the functions of parts of plants. They use 'cut and paste' skills to consolidate their knowledge of alphabetic order in glossaries such as in work on the ancient Egyptians. They use effective word-processing skills in writing in English for a variety of purposes, including improving their use of vocabulary when, for example, they amend their choice of appropriate adjectives.

94. The very knowledgeable co-ordinator organises the subject well. He has prepared very efficiently for the introduction of the National Grid for Learning which is about to be initiated in school. There are well-considered plans for the installation of a computer suite with additional resources in the near future to link with this. The school has successfully addressed a criticism from the previous inspection and teachers are now generally more skilful and confident in the use of computers. The school has its own well-planned web site and makes effective use of its Internet connection.

MUSIC

95. Learning in music was found to be good at the last inspection and continues to be so. Pupils enjoy their music lessons and sing and play with enthusiasm. The school is fortunate to have a number of teachers with musical expertise and this has a significant effect on pupils' learning. The co-ordinator offers valuable support to colleagues who are less confident.
96. The teachers' skill is particularly noticeable in lessons involving composing and performing, where pupils have the opportunity to explore musical patterns and atmosphere using a range of tuned and untuned percussion. In a Year 6 lesson, for example, pupils were exploring dynamics using echoes. The teacher explained the task clearly and offered very effective support to each group, enabling them to evaluate and improve their performance. The pupils responded well to the teacher's own enthusiasm. Year 5 pupils successfully produced their own graphic scores of an air raid for performing using only voices. The teacher's skilful questioning helped pupils to be more adventurous in their use of sounds and symbols.
97. Very good use is made of group work in music lessons and teachers generally have high expectations of behaviour and performance. Consequently pupils work very effectively together, listening to each other's ideas and agreeing on choices. They talk about their compositions using appropriate musical language.
98. Teachers' effective use of the music scheme, combined with good planning, ensures that pupils learn in a systematic way. This was apparent in lessons in Year 4 where pupils were continuing rhythm work done in Year 3, but adding two-part singing. Throughout the school, pupils sing tunefully, whether or not an instrument accompanies them. Year 3 pupils classify tuned and untuned percussion instruments and some can identify their countries of origin. They choose appropriate ones to create different sounds. They identify strong and weak beats and use these successfully to accompany their enthusiastic singing.
99. Pupils study music from different periods and cultures. Assemblies support work in the classroom well by giving pupils the opportunity to sing and listen to various kinds of

music. Provision is further enhanced by extra-curricular activities such as choir and recorders. Some pupils benefit from visiting teachers for strings, percussion, woodwind and brass.

PHYSICAL EDUCATION

100. In most areas pupils continue to achieve the better than expected standards that were reported at the last inspection. While no swimming was observed during the inspection there is evidence to support the previous judgement that this is a strength. Very few pupils leave the school unable to swim competently and safely for at least 25 metres and many have achieved standards well in excess of this level.
101. There is a similar high standard of performance in games and dance. In games, pupils show good skills in throwing, fielding, aiming, catching, passing and hitting balls. They understand and play small-sided games such as 'piggy in the middle', and simplified versions of recognised competitive games. They know the principles of attack and defence, appreciate rules and fair competition and know the conventions of playing as a team. A wide range of sports is taught, including 'touch rugby' and baseball. This generates a great deal of interest and enthusiasm for the subject. A good number of extra-curricular clubs give pupils opportunities to extend their skills and play in competitive games, such as football and netball, against other schools.
102. Many pupils perform well in dance. They exhibit control, co-ordination, balance and poise in response to tasks they are set. Lessons using descriptive words were particularly good and some of the patterns and sequences of movement done by groups to interpret words such as *twist*, *balance*, *shrink*, *weave* and *curl* were of very good quality. Similarly good standards are evident by a minority of pupils in gymnastics, although poor posture and poise at the beginning and end of activities spoil the performance of many.
103. Teaching is good. Lessons are well planned and promote good learning. For example, team races involving the correct passing of a rugby ball linked speed to skill as well as promoting enthusiasm, co-operation and enjoyment. Pupils are well managed and organised and teachers use lessons successfully to develop self-esteem by careful selection of pupils to demonstrate. In a gymnastics lesson, for example, one pupil was chosen to show how, through trying hard, she had developed more confidence when balancing along apparatus. There is a good knowledge and understanding of the aims of physical education as shown in the way teachers plan to both practise and extend physical skills. For example, in a games lesson, the introduction of bounce passes introduced a further element of learning into throwing and catching. Teachers also have due regard for safety and most lessons have an element of vigorous activity to develop strength, endurance and cardiovascular health. The use of the Fitness Trail is a good resource in this respect.
104. The curriculum is broad and balanced. Outdoor and adventurous activities, such as orienteering and challenges of a physical and problem solving nature, are taught both at school and on residential visits. The school has good facilities and appropriate resources.

RELIGIOUS EDUCATION

105. Standards in religious education are good and attainments reached by pupils by the time they leave school are above the expectations of the locally agreed syllabus. Provision of religious education for pupils at the school gives them good opportunities

to enhance their knowledge and understanding of their Christian beliefs and learn of other world faiths and the traditions associated with them.

106. Pupils in all year groups make good progress. In Year 3, pupils are introduced to the beliefs of Muslims and the rules of Islam. They learn about a Pillar of Islam known as Zakah giving money for the poor and needy. Pupils learn well and are able to compare this with their own knowledge and understanding of charity and charitable organisations. In their study of Judaism, Year 4 pupils learn about Pesach and the significance of the Jewish festival of The Passover. By looking at a seder-plate and decorative chalice pupils learn about the seder-meal and the importance of the symbols on them. Year 5 pupils develop their good knowledge of Christianity, when they study, for example, the events of Holy Week leading up to the death and resurrection of Jesus. Some pupils write sensitively about being a disciple of Jesus and give very good narrative accounts of how they feel in this role. Year 6 pupils revisit a study of Judaism, building on their previous knowledge and understanding of this belief. They learn about the significance of The Torah and know of the words in book of Leviticus that explain the importance of kosher food.
107. Teaching of religious education was never less than satisfactory in the lessons seen. In two-thirds it was good. In these lessons, teachers show a good knowledge of Christianity and other world faiths. Teachers' planning is good and follows the scheme of work that is successfully developed from the agreed syllabus. The good teaching has a direct impact on developing pupils' knowledge and understanding of different faiths. Teachers make good use of the high quality resources in supporting their teaching and pupils' learning. Teachers need to set higher expectations for a significant minority of pupils in the presentation of their written work, which often lacks care and is poorly presented.
108. Pupils' attitudes and behaviour are generally very good. They show a high level of interest and participate fully in discussions. They listen attentively to the teacher and appreciatively to the views of other pupils.
109. The co-ordinator for religious education is well qualified and enthusiastic. She readily supports teachers with her very good knowledge of her subject. Some very good resources to support teaching and pupils' learning have been built up. There is no planned programme for monitoring and evaluating of the subject to help assess the strengths in the subjects and identify where improvements could be made. Religious education in the school makes a valuable contribution to pupils' spiritual, moral, social and cultural development.