

INSPECTION REPORT

Bilton Community Primary School
Hull

LEA area: East Riding of Yorkshire

Unique Reference Number: 117829

Headteacher: Mr Paul Carlile

Reporting inspector: Mr G Brown
OIN: 21060

Dates of inspection: 8 - 11 November 1999

Under OFSTED contract number: 707447

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Local authority
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	School Lane Bilton Hull East Riding of Yorkshire HU11 4EG
Telephone number:	01482 811342
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Evelyn Green
Date of previous inspection:	22 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
George Brown, RgI	Religious education Design and technology Geography	Attainment and progress Teaching Equal opportunities Leadership and management
David Russell, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Beverly Hunnable	English History	Curriculum and assessment Special educational needs
Corinne Boyce	Mathematics Information technology Music Physical education	The efficiency of the school
Lynne Wright	Pupils under five Science Art	Spiritual, moral, social and cultural development

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The curriculum is broad and balanced and is an effective tool for learning.
- The quality of teaching is consistently satisfactory and much of it is good.
- The response of pupils to their learning is good and they behave well inside and outside of the classroom.
- The provision made for information technology is very good and pupils’ standards are high.
- The headteacher provides very good and effective leadership.
- Available finance is used well to promote learning and the school is an efficient and well-run unit.
- There is a strong social and moral code that creates positive relationships and a good working ethos.
- The support and guidance given to pupils is good and encourages them to make satisfactory progress.
- The provision made for special educational needs is very good and the majority of pupils makes good progress.

WHERE THE SCHOOL HAS WEAKNESSES

- I. The subject co-ordinators are not yet effective in terms of monitoring standards and influencing pupils’ progress in their subject areas.
- II. The provision made for the spiritual development of pupils is unsatisfactory.
- III. The quality, planning and use of assessment do not always lead to pupils making good progress.

This is a caring and popular school. The weaknesses are outweighed by the strengths but will nevertheless form the basis of an action plan that will be sent to all parents and guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

There is now a greater range of challenging work offered to higher attaining pupils and this improves their rate of progress. The school has made good inroads into the need to increase the independent learning of the pupils, although there is still room for improvement. The resources available for science and music are now good and the school has developed a small but well used library. Several subjects, including English and mathematics, have improved in term of pupils’ attainment and there has been a steady increase in the quality of teaching and its related influence on pupils’ progress. In the context of the previous report, the school has continued to make good improvement overall and shows good capacity to improve still further.

STANDARDS IN SUBJECTS

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

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

Comparisons to similar schools are based on the eligibility of pupils for free school meals. The inspection confirmed that standards in English, mathematics and science were in line with the national average for pupils at the end of both key stages. Standards in information technology, art, design and technology and music are all above those expected for a majority of pupils age 7 and 11. Standards in the rest of the curriculum, including religious education, are average overall.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science	N/A	Satisfactory	Satisfactory
Information technology	N/A	Good	Good
Religious education	N/A	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall. Some 34 per cent is good and 11 per cent very good. There was no unsatisfactory teaching. Teaching for the under-fives is satisfactory. There are particular strengths in the teaching of information technology, art, design and technology and music at both key stages.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Consistently good inside and outside of the classroom. Pupils contribute to the expectations of behaviour and respond well to their learning.
Attendance	Satisfactory overall. Levels of unauthorised absence are below average and the school day begins promptly and efficiently.
Ethos*	The ethos is good and is firmly rooted in effective relationships, a purposeful working atmosphere and the school's commitment to raising standards.
Leadership and management	The headteacher provides very good educational direction. The role of the subject co-ordinators is under developed. The governors meet their statutory requirements.
Curriculum	The curriculum is broad and balanced and provides well for pupils' learning. Statutory requirements are met. Assessment is satisfactory overall but there are weaknesses in the planning for and use made of everyday assessment.
Spiritual, moral, social & cultural development	The provision made for pupils' social development is good and that for their moral development is very good. The provision made for pupils' cultural development is satisfactory but that made for their spiritual development is unsatisfactory.
Special educational needs	The provision made for pupils is very good and the great majority make good progress.
Staffing, resources and accommodation	Good overall. There is particularly a good match of support staff to the needs of the pupils and several subjects have good levels of learning resources.
Value for money	The school gives satisfactory value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the School	What some parents are not happy about
<p>IV. The school does its best to serve the needs of all the pupils.</p> <p>V. The school generally promotes good standards of behaviour.</p> <p>VI. The teachers are very responsive and helpful.</p> <p>VII. The school has a good open door policy and the headteacher and staff know the pupils well.</p> <p>VIII. Parents are welcome play an active part in school life.</p> <p>IX. The school's values and attitudes have a positive influence on the progress of the pupils.</p> <p>X. The school is popular and the great majority of pupils enjoy coming.</p>	<p>XI. Standards in spelling and handwriting are</p> <p>XII. Class sizes are becoming larger ent area.</p> <p>XIII. The mixed age groups are not very on which these classes are formed.</p> <p>XIV. The highest and lowest attaining pupils</p> <p>XV. More could be done by way of extra-</p>

The inspection confirmed all the positive points made here by parents. It also confirmed that standards in handwriting are variable from class to class, particularly at Key Stage 2, but that spelling is largely at the levels expected for the age of the pupils. The school roll is continuing to grow, mainly as the result of taking pupils from the eastern outskirts of Hull. However, the standard admission number has not been exceeded and there is no strong evidence that the mixed-age classes affect pupils' progress. This is because the curriculum is planned to give the pupils progressive learning. The school is endeavouring to make it clearer to parents the basis on which it intends to group pupils in the future. The needs of pupils with special educational needs are well provided for and the school has improved its provision and support for the higher attaining pupils. Although the school provides some extra-curricular activities for pupils including a short residential stay, it has little to offer in other areas such as music. This is really a matter for individual teachers set against the many commitments they already hold.

KEY ISSUES FOR ACTION

In order to raise standards of attainment still further, together with the quality of education provided by the school, the governors, headteacher and staff should:

1. Increase the opportunities for subject co-ordinators to monitor standards in their subject areas and thus to exercise greater influence on pupils' learning and progress (paragraphs 63, 104, 112, 121, 141, 160, 165).
2. Ensure that there is good provision made for the spiritual development of the pupils both in collective worship and across the wider curriculum (paragraphs 42, 43).
3. Improve the quality and use made by teachers of the assessment of pupils' everyday work by:
 - making assessment an integral part of the planning process
 - improving teachers' marking by making it more helpful to pupils and by setting meaningful targets for their future work
 - using the results of assessment to decide the next phase of learning and teaching (paragraphs 27, 38, 40, 41, 103, 111, 120, 139).

In addition, the school should consider the following less significant weaknesses

Review the content of policies and schemes of work with a view to placing greater emphasis on the acquisition of pupils' skills (paragraphs 13,28,30,32,115,156,163).

Review the creative content of the curriculum planned for children under-five ensuring teachers provide a sufficiently wide range of experiences and activities (paragraphs 4, 95).

- **INTRODUCTION**

- **Characteristics of the school**

1. Bilton Community Primary School serves the village of Bilton on the eastern outskirts of the city of Hull, but also attracts increasing numbers of pupils from the edge of Hull and other outlying areas. This is a feature of growing significance since the previous inspection. Currently, some 42 per cent of pupils' come from outside the schools' own designated catchment area. The pupils come from a broad social and economic mix of housing, which contains both private and council dwellings. The roll is broadly average in relation to the percentage of pupils from higher social class backgrounds, but below average in relation to parents with higher educational qualifications. The school has little history of ethnic minority pupils or for whom English is an additional language. Approximately 6 per cent of pupils are entitled to free school meals, a figure well below the national average. The number of pupils on the register of special educational needs is 31, which is below the national average. There are 8 pupils with statements of educational need, which is above average.
2. There are 238 full-time pupils on the main roll, which is broadly average for a school of this type. However, this number is increased considerably when some 78 part-time children are registered in the integral Nursery. Pupils are admitted to the Reception class at the beginning of the term in which they are five. Up to that age, the great majority attends the Nursery, often being admitted full-time during the final period leading up to statutory schooling. At the time of the inspection, there were 8 children under five in the Reception class.
3. The aims of the school centre on learning for life and the provision of a range of quality educational and social experiences appropriate to the age, ability and needs of the pupils. The school is adopting a philosophy of continuous improvement and is currently involved in raising standards in numeracy and information technology. The targets set for raising pupils' attainment in literacy and numeracy are appropriate. A new home school agreement has recently been established.
- 3.

3. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	20	23	43

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	22	23	22
	Girls	19	20	19
	Total	41	43	41
Percentage at NC Level 2 or above	School	95(91)	100(94)	95(91)
	National	82(80)	83(81)	87(84)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	21	22	22
	Girls	20	20	20
	Total	41	42	42
Percentage at NC Level 2 or above	School	95(94)	97(94)	95(91)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	21	17	38

3. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	15	16	17
	Girls	14	13	12
	Total	29	27	29
Percentage at NC Level 4 or above	School	76(61)	71(51)	76(78)
	National	70(65)	69(59)	78(69)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	16	17	17
	Girls	15	12	15
	Total	31	29	32
Percentage at NC Level 4 or above	School	81(70)	76(67)	84(78)
	National	68(65)	69(59)	75(69)

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

.....
2 Percentages in parentheses refer to the year before the latest reporting year

3. Attendance

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

		%
Authorised	School	6.4

Reporting year:

Absence	National comparative data	5.7
Unauthorised	School	0.3
Absence	National comparative data	0.5

3.

3. **Exclusions**

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

	Number
Fixed period	0
Permanent	0

3. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	11
Satisfactory or better	100
Less than satisfactory	0

3. **PART A: ASPECTS OF THE SCHOOL**

3. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3. **Attainment and progress**

4. Most children enter both the Nursery and Reception classes with average attainment in terms of their pre-school skills, knowledge and personal and social development. They make satisfactory progress in the Nursery and frequently take up a full time place before entering compulsory schooling at the beginning of the term in which they are five. At the time of the inspection, there were eight children under-five in the Reception class. All children under five receive an appropriate curriculum based on the six recommended areas of learning and by the time they are five, the great majority achieves the standards expected for children of this age. In the Nursery, there is good emphasis on speaking and listening skills, together with important aspects of personal development. Children make sound progress in these areas. They also extend their physical, literacy and numeracy skills and broaden their knowledge and understanding of the world appropriately. All children are introduced to computers and, using a mouse, are able to understand, alter and manipulate the information on a monitor screen. Children's creative skills are generally appropriate to their age although the curriculum does not provide young children with a wide enough range of experiences. By the time they are five, the satisfactory progress they have made means most children are well prepared for the National Curriculum.
5. In the 1999 National Curriculum tests and assessments for pupils at the end of Key Stage 1, the percentage of pupils reaching the expected Level 2 and above in reading was higher than the national average and well above the national average in writing. The percentage reaching the higher Level 3 was in line with the national average in reading and well above in writing. In comparison to schools from similar social background, pupils' scores in these areas of English were above or well above the national average. In mathematics, the percentage of pupils reaching the expected Level 2 was above the national average in comparison to all schools and also compared to schools serving similar social backgrounds. In science, pupils scored well above the national average in 1999 in terms of teacher based assessments. Over the three-year period between 1996 and 1998, the performance of Key Stage 1 pupils at the school in reading, writing and mathematics varied considerably year on year, but was broadly average overall, with boys doing better than girls, particularly in writing. The inspection findings indicate that by the end of Key Stage 1, standards in reading, writing, mathematics and science are in line with the national average and that the great majority of pupils make satisfactory progress in these areas of the curriculum.
6. In the 1999 National Curriculum tests and assessments for pupils at the end of Key Stage 2, the percentage of pupils reaching the expected Level 4 or above in English and mathematics was above the national average, but slightly below the national average in science. The percentage of pupils who reached the higher Level 5 was also broadly in line with the national average in English and mathematics, but above the national average in science. In comparison to schools from similar backgrounds, pupils at Bilton scored below average in all three subjects, particularly in relation to the percentage reaching the higher level 5. Over the three-year period between 1996 and 1998, the performance of pupils was below the national average in the core subjects, with girls outperforming boys overall, particularly in science. Last year's results were well below average at the end of Key Stage 2, but the year group contained a significant number of pupils with special educational needs. The 1999 results show significant improvement and the inspection confirmed that standards in English, mathematics and science are average overall. Pupils make satisfactory progress in these core areas.

7. The last inspection also found that standards were broadly in line with national expectations in the core subjects. Although since then there have been some significant variations in pupils' attainment year on year, particularly at Key Stage 2, the general trend in attainment has been upwards as the school has set clearer targets, redefined its curriculum and ensured that the quality of teaching has improved.
8. By the end of Key Stage 1, pupils read with accuracy and understanding. Some higher attaining pupils read fluently and with expression. By the end of Year 6, the majority of pupils are able to read a full range of fiction and non-fiction texts, often with fluency and good understanding. By the end of Key Stage 1, many pupils write well in a range of forms such as stories, or instructional pieces as to how to make a pizza or puppet. At Key Stage 2, pupils write appropriately in both narrative and non-narrative text. The additional structure provided through the Literacy Strategy helps them build up sound grammatical and writing skills. Spelling standards are sound but handwriting is often unsatisfactory at Key Stage 2, with many pupils not learning cursive script until they reach Year 3 and beyond.
9. In mathematics, there is an appropriate emphasis on the development of numeracy skills. By the end of Key Stage 1, pupils add and subtract accurately in tens and hundreds. Most have a good grasp of odd and even patterns and know the properties of several basic shapes. Some simple graphic representation is attempted satisfactorily. By the end of Key Stage 2, pupils show good knowledge and use of mathematical vocabulary and their work on measures, shape, data handling and the four operations of number are all in line with the standards expected for the majority of pupils of this age. Some higher attaining pupils do not always reach the standards of which they are capable, for example in being able to solve everyday problems. This is often due to a lack of challenge in the work that they are set.
10. In science, at both key stages, there is often too little difference in the range of pupils' attainment because too much of the same work involving similar challenge is set to all pupils. Progress is, however, satisfactory overall at both key stages. At Key Stage 1, most pupils can carry out a fair test and record their findings in a table. Pupils' show they have a sound basis of scientific knowledge when studying floating and sinking, or how sound vibrates, and they sort various materials into broad categories of similarity and difference. At Key Stage 2, most pupils continue to make satisfactory progress in their scientific knowledge understanding and recording, but progress in scientific enquiry skills is often unsatisfactory. Few observations and results are explained in terms of scientific learning. Predictions and conclusions are made, but are sometimes far from convincing. However, the pupils' knowledge base of science is a strength.
11. Standards in information technology are above the national levels expected for a majority of pupils at the end of both key stages and progress is good. The new computer suite and the introduction of more specialised teaching has ensured that pupils make good progress in their skills as they move through the school. Pupils in Year 2 make wide use of the computer and operate the mouse and keyboard effectively and accurately. Those in Year 6 use the Internet well to supplement their learning, for example about lighthouses. The oldest pupils are adept at accessing and saving previous work and are also confident in their use of the keyboard, mouse and other peripherals. All pupils have a firm grasp of the significance of computer technology in their everyday lives. The computer is not yet used widely to support learning in the foundation subjects.
12. By the end of both key stages, standards in religious education are in line with local expectations and pupils make satisfactory progress overall. Pupils in Year 2 understand the basis of the Christian and at least one other faith and know the importance of leadership, scripture, rituals and

festivals in world religion. Pupils in Year 6 have a sound knowledge and understanding of many events in the Bible and also show a satisfactory knowledge of Judaism and Islam, two of the topics they study as the move through the school.

13. At both key stages, pupils make good progress in music, design and technology and art. Some of this is due to the good specialist teaching they receive. In music, at both key stages, pupils sing,

accompany and perform to a good level, while in design and technology they plan projects well and carry out increasingly mature evaluations of the things they make. Year 1 pupils reach an exceptionally good standard in their project on different types of doors. In art, pupils' artistic interpretation, skills and techniques are frequently good. Pupils at both key stages make satisfactory progress in all other areas of the curriculum, although the strength of the work is very much in terms of knowledge and understanding, rather than the learning and application of progressive skills, for example in geography and history. Pupils make sound progress in physical education, including their swimming techniques.

14. Pupils with special educational needs are well provided for. They are well supported at both key stages and make good progress overall set against both their previous learning and the targets set on their individual educational plans. All pupils have full and equal access to the National Curriculum and make good progress in much of their well-structured learning.

14. **Attitudes, behaviour and personal development**

15. Pupils' attitudes, behaviour and personal development are good and represent an established strength of the school. These aspects of school life are based on a common understanding of values and standards that is shared by the whole school community. The school has maintained these positive outcomes since the last inspection. The great majority of parents believes that pupils behave well and this is confirmed by the inspection.

16. From the onset, children under five establish good working habits and meet the expectations of their teachers in this respect. They show consideration and courtesy to others. In the Reception class, behave well, listening carefully for example, to each other in circle time and during the daily news session. Children in the Nursery also behave well and learn to take turns and share equipment. At both key stages, pupils continue to show good attitudes to learning and sustain high levels of concentration and interest when tasks are set. For example, during an art lesson, a class of Year One pupils were very attentive in listening to instructions and learning about a new technique called radiating. They were able to put the technique into practice and their careful, enthusiastic approach produced work of a high standard. Pupils respond positively to the teaching of literacy and numeracy and in these and other lessons, their effective response has a good influence on attainment and progress.

17. Pupils' behaviour in and around the school is good and there was no evidence of any serious disruptive behaviour during lessons or at break time. There have been no recent exclusions. Pupils are courteous and show respect towards visitors to the school. Class rules are negotiated and owned by everyone, and are clearly put into everyday practice. Occasionally, teachers have to remind pupils what is expected of them, especially when some of the class enthusiastically shout out instead of putting their hands up when answering questions. The new home/school agreement is now well established and is firmly based on corporate agreement as to what is expected of both pupils and the school.

18. Pupils work and play well together. There is a good balance of collaborative and independent working during lessons. The willingness to share things and to help each other is another good feature, even among the very youngest children. For example, a year one pupil did not have a paper towel to wipe her writing board and another child on the table tore hers in half and handed it over. This is a friendly school with genuine respect and feelings shown towards each other. There is a strong moral and social influence from teachers, who provide good role models for the pupils. Pupils with special educational needs behave well. They feel secure and valued, are interested in their work and sustain concentration for an appropriate length of time. Pupils work hard, are keen to learn and usually persevere to complete tasks. The school promotes acceptance of pupils with special educational needs well and their personal and social skills are appropriately developed. Pupils with special educational needs behave well. They feel secure and valued. They are interested in their work and sustain concentration for an appropriate length of time.
19. Every opportunity is given to pupils to make a contribution to the life of the school. For example, Year Six pupils are involved in collecting the registers from the secretary's office each morning and distributing these to the respective classrooms. Pupils within each class are then nominated to return the registers after registration. Pupils take on other responsibilities such as clearing up in the dining room and putting their chairs onto tables after lessons. Following break-time, there are door monitors who hold the doors open for other pupils and staff. Several pupils are used to control the overhead projector during assemblies and for putting on music for pupils to listen to as they move in and out of assembly.
20. The previous inspection reported on the lack of opportunities for pupils to take greater responsibility in their own learning. This has now been addressed and, although rather too much of the work seen was over directed by the teacher, there are now more opportunities for pupils to act under their own initiative in the classroom.

20.

Attendance

21. Attendance matters are satisfactory overall. In terms of actual statistics, the school is broadly in line with the national average with unauthorised absence being slightly below the national figure. The school's attendance profile remains sound taking into account the fact that a lot of pupils come from outside the catchment area, the low proportion of unauthorised absences consistently achieved, the stable attendance levels over the last three years and the very low level of late coming. The school day starts on time as does the various sessions after breaks and lunchtimes. The school continues to maintain broadly the attendance figures reported during the last inspection.

21. QUALITY OF EDUCATION PROVIDED

21. Teaching

22. The quality of teaching is satisfactory overall and has a major influence on the attainment and progress achieved by the pupils. Almost half of all teaching observed was good with about one lesson in ten being very good. There was no unsatisfactory teaching at either key stage and there are particular teaching strengths in several subjects. The most effective teaching was at Key Stage 1 but, particularly at the end of Key Stage 2, there are pockets of consistently very good teaching. There is also very good teaching in music and information technology where specialist teaching

occurs. This teaching profile represents considerable improvement since the previous inspection, particularly in relation to the amount of good and very good teaching which now occurs.

23. Teaching for the under-fives is satisfactory. The nursery teacher was absent during the inspection week but her replacement, supported by experienced nursery nurses, ensures that all areas of learning required of young children are approached in accordance with recommended school practice, and that children made satisfactory progress in their everyday work. Planning is soundly translated into group and individual activity and children are supervised and managed well in the Nursery. This strength continues into the Reception class where planning is good and pupils are soundly prepared for the National Curriculum. The teaching of pupils with special educational needs is good throughout the school. Pupils are well supported in class both by their regular teachers and by any support staff who may be involved.
24. Teaching at both key stages is never less than satisfactory. All teachers show good knowledge and understanding in the range of subjects they teach and this produces confidence in the pupils in terms of their own learning. For example, in information technology, pupils are enthused by the teacher to try out new things, while in literacy they share in the teachers own reading interests. They are quickly told where they might find an answer if the teacher is either unsure or wants the pupils to research something for themselves.
25. Planning is also thought through well and delivered effectively, although too little in planning is made of the results of assessment. Teachers plan within year groups bringing a consistent approach to the knowledge and understanding that pupils are taught. Weekly plans are firmly rooted in the medium-term curriculum plans supplied by the subject co-ordinators, and are effective in terms of the learning experiences then given to the pupils. The work planned for pupils of different levels of attainment is not always shown in written planning, but the actual outcomes are relatively clear in practice. Teachers' expectations are satisfactory overall, but there are considerable variations in the standards expected and accepted by staff. In a minority of classrooms, expectations are not rigorous enough in terms of what pupils can complete in a given time, and the work set for the highest attaining pupils in particular, is sometimes too mundane and insufficiently challenging to ensure they make good progress. This aspect, however, has improved since the previous inspection and teachers generally do well in correctly targeting the more able pupil.
26. A particular strength of teaching at both key stages is the management and control of the pupils. Teachers build well on the positive relationships experienced in all classrooms and pupils respond well by being trustworthy and generally hardworking. A minority of teachers, at both key stages, do not exploit this ethos to good effect, and over-direct the pupils instead of giving them more sustained opportunities to work on their own and to develop knowledge and independent skills away from the teacher. The use made of time, particularly in the recently introduced literacy and numeracy hours, is satisfactory, ensuring a majority of pupils remain on task and make at least satisfactory progress. The use made of resources is good. For example, in a lesson on World Mountains, effective use was made of atlases, worksheets, photographs and the CD ROM. In music, pupils are given a wide range of resources to extend their skills and enthusiasms. In the new computer suite, the use of resources for learning is excellent and helps accelerate pupils' progress in every lesson.
27. The quality and use made by teachers of day-to-day assessment is unsatisfactory. Whilst the organisation and use made of statutory assessment is good in the school overall, teachers do not make other forms of assessment an integral part of the planning process. They do not make it clear, for example, what and how they intend to assess pupils' attainment at critical times in the learning process. The exact nature of assessment to be carried out is not always clearly shown on the different levels of planning. Teachers' marking is not to a consistent standard, despite whole-

school guidelines being agreed upon. Annotations of pupils' work are not always helpful to children and rarely set them new and immediate targets for improvement. A few teachers also find some difficulty in being clear as to the exact National Curriculum level their pupils are working at. The use made of homework is very variable throughout the school, but is satisfactory overall. Good examples were seen of classroom work that extended into home-school projects and research, and these were more effective than pupils merely completing unfinished tasks for homework. The youngest pupils in particular, reap the benefits of homework that entails consistently reading at home to their parents.

28. During the inspection period, some 69 lessons or part lessons were observed and the quality of teaching analysed. The quality of teaching was satisfactory at both key stages in English, mathematics and science. Teachers are rapidly becoming familiar and secure with the literacy and numeracy hour and use the additional structure expected in these lessons to good advantage, ensuring pupils make satisfactory and sometimes good progress. For example, teachers in the mixed age classes at Key Stage 2 exchange classes for the teaching of mathematics, but the benefits of this have yet to be analysed. In information technology and music, where teaching standards are good and impact effectively on pupils' progress, good use is made of subject expertise to help promote high pupil attainment in these subjects. The teaching of art and design and technology is also good, with particularly effective use made of resources and planning to help pupils develop skills progressively. In other subjects, such as history and geography, teachers give insufficient emphasis to the basic importance of skills development. Teaching is satisfactory in all other subjects.

28. **The curriculum and assessment**

29. The curriculum planned for children under five is soundly based on the areas of learning associated with this age-group. Children therefore experience a satisfactory range of activities that prepares them well for later work in the National Curriculum.
30. The curriculum at both key stages is broad, balanced and is good overall. Care has been taken to ensure that all subjects of the curriculum receive an appropriate allocation of time within the long-term curriculum overview, and this is reviewed regularly. This is a similar situation to that found by the previous inspection but the curriculum has now several strengths. The overall plan ensures wide coverage of content, but does not show sufficient development of pupils' skills throughout the school. Appropriate provision is made for pupils' personal and social development, including health education and attention to drug misuse. A sex education programme is provided for older pupils to which the school nurse contributes. There has also been the relatively recent introduction of personal and social education and this is proving effective. A two-year rolling programme of work and topics ensures that pupils in mixed age classes receive the same curricular content as those in single age units. Carefully timetabled use of lesson time ensures that all children benefit from access to specialist teaching, particularly in information technology, mathematics and music.
31. The school ensures equality of access to the curriculum for all pupils. Opportunities have been increased for older and higher attaining pupils to work more independently across a range of subjects and teachers often provide suitably challenging activities. This is only partially successful, but was a key issue arising from the previous inspection and considerable improvement in such provision has taken place.
32. The school has policies and schemes of work in place for all subjects, most of which are reviewed regularly. Some schemes indicate the knowledge and understanding expected of pupils, but do not

place enough emphasis on the acquisition of skills that develop over time. In science, for example, insufficient emphasis is given to experimental and investigative science. The content of the science curriculum at Key Stage 1, combined with teachers' expectations, does not provide the basis for enough pupils to achieve Level 3 by the end of the key stage.

33. Medium-term planning is carried out and distributed by subject co-ordinators. It is generally well-detailed and of good quality, clearly identifying what pupils are expected to learn and the activities to be followed. Planning for assessing the developing skills of pupils is weaker. Regular planning meetings ensure consistency between classes within the same age groups. The expertise of particular teachers also contributes to the quality of planning, particularly at Key Stage 1. Short-term planning is sufficiently detailed and supports good teaching.
34. The curriculum meets the statutory requirements of the National Curriculum in all subjects. The requirements of the Local Agreed Syllabus for religious education are also fully met. Provision for information technology is a growing strength of the curriculum, as is the provision made for pupils with special educational needs. Other curriculum strengths include music, art and design and technology.
35. Sufficient time is given to the teaching of literacy and numeracy. The school has implemented the Literacy Strategy well and most classes now allocate almost an hour to the Numeracy Strategy. The lessons that emerge provide a clear structure for much of the morning session. Increasing emphasis, for example, is placed on developing good mental skills in mathematics and this fits in well with the school's stated priorities. There is however, too little direct planning for the teaching and application of literacy and numeracy skills across the wider curriculum.
36. Support for pupils with special educational need is provided both in class and through regular withdrawal groups. Careful planning ensures that pupils do not always miss the same lesson and that the content is later covered by the child support assistants. Pupils with special educational needs have full access to the curriculum. Any special curriculum requirements set out in pupils' individual educational plans are met well and all recommendations of the Code of Practice are adhered to. Teachers have a satisfactory understanding of pupils' levels of attainment and child support assistants help adapt work in the curriculum to match the needs of a group or individual.
37. The school provides a small but well supported number of extra-curricular activities. There is football training, which involves approximately 30 pupils, a swimming team and, prior to the annual Christmas production, additional rehearsals for choirs and musicians. Visits outside school and a range of visitors and speakers help provide enrichment to the curriculum. Parents would like to see a greater range of activities open to pupils outside of school hours, but this is proving difficult with the current commitments of staff. There is a residential visit for Year 6 pupils that is much appreciated by pupils and parents and this helps to strengthen some curriculum skills, in geography and history in particular.
38. Procedures for gathering assessment on pupils' attainment are sound, but insufficient use is made of this information to support future planning or to strengthen or modify the curriculum. This is a change from the situation reported in the previous inspection when assessment was found to be satisfactory. There are, however, good examples of teachers using assessment information within their own classes, for example in some classes at Key Stage 1. In the school as a whole, however, there is little consistency in assessment practice, particularly at the planning stage. A clear assessment policy is in place but has not yet brought about a coherent approach to gathering and using assessment data. Many of the ways in which the school uses assessment information are new, and do not constitute a secure system whereby information is used effectively to inform

curriculum planning and to track pupils' attainment and progress. Satisfactory assessment procedures are in place to help support pupils with special educational needs, but, as with other pupils, the day-to-day assessment of pupils' work is generally unsatisfactory.

39. The headteacher has developed a unique and good computer based system for tracking pupils' progress, which is effective in the target setting process. Teachers gather a good deal of assessment information both formally and informally. In addition to statutory assessments on entry and at the end of each key stage, the school uses yearly reading tests, except in Year1, and non-statutory tests in English and Mathematics. It is also beginning to analyse the results of statutory assessment as a means of discovering where the gaps are in pupils' knowledge and understanding, and to take the necessary action to raise standards.
40. In many classes, insufficient attention is given to assessment as an integral part of day-to-day teaching. For example, teachers' medium-term plans do not always identify assessment opportunities, concentrating mainly as they do on identifying merely what children are expected to learn. Most teachers do not use opportunities to evaluate the pupils' learning and modify future plans accordingly. Procedures for marking have been agreed but are inconsistently applied. Little evidence was seen during the inspection of constructive marking other than ticks and "well done" stamps. There are few positive comments on pupils' written work leading to the next stage of learning.
41. Individual records of achievement started in the Nursery and continued throughout the school, provide regular samples of pupil's work but do not contain annotations of achievement set against National Curriculum statements of attainment or dates to follow progress over time. The school also monitors the work of six pupils in each year group covering the full ability range, and this is useful as a basis for tracking regularly a representative sample of pupils and the progress they are making. A scrutiny of these samples revealed a large collection of written work but little reference to the context in which the work was undertaken, or evidence of assessment activities. No portfolio of moderated samples of pupils' work to support teachers' assessments was seen during the inspection.

41. **Pupils' spiritual, moral, social and cultural development**

42. There is currently no agreed whole-school approach to the promotion of the pupils' spiritual, moral, social and cultural development, but much of it, with the exception of spiritual development, is integral to the school's own aims and values. The adults in the school set a sound example through the way in which they value all the pupils and by showing, through their actions, how the decisions they make are based on fairness and equality. Provision of this aspect is not monitored formally, and consequently there has been little change in overall standards since the previous inspection.
43. The provision for spiritual development is unsatisfactory. The school provides good opportunities for the development of pupils' self-awareness through a well-planned programme of personal and social development. However, this is not extended regularly to collective worship where there is little planned opportunity for pupils to reflect on their own experiences. When this does occur, such as during the Key Stage 2 Remembrance Day assembly, the solemnity and poignancy of the occasion had a marked impact on pupils' feelings and their views on the importance of standing up for what is right. The knowledge and beliefs of faith groups, mostly Christian, are promoted well through the Local Agreed Syllabus for Religious Education, but the spiritual element of this subject remains under developed. In this respect, there has been little improvement since the previous inspection, and this is unsatisfactory. Some writing and artwork, such as the water colour

paintings of seed heads and grasses, have a haunting and ethereal quality and cause pupils to stop and reflect. Generally, however, this type of approach to spiritual development lacks conviction and consistency. Apart from parts of religious education, no subject plans include provision for the development of spiritual awareness among the pupils.

44. The provision for the moral development of pupils is very good and has improved further since the previous inspection. This provision contributes significantly to the high standards of pupils' behaviour. Moral principles are very well taught and developed throughout the school, partly through the strong moral code devised by staff and pupils. This is worded in such a way that all pupils, including the very youngest, understand what is expected of them and the consequences of unacceptable behaviour. The code is consistently applied across all aspects of school life and the pupils expect and receive, fair treatment from each other and all staff. Moral themes, such as courage are explored satisfactorily in collective worship and are developed effectively in class discussions and personal development sessions. Children under five develop an appreciation of what is right and wrong through the positive role models presented by staff including their consistent and caring approach and reference to class rules and expectations where necessary. Such measures ensure that children very quickly learn to act with care and consideration towards each other at all times.
45. The school promotes pupils' social development well and overall provision is good. These standards have been maintained since the previous inspection. The well-structured, progressive programme for social and personal development, ensures that social relationships are thoroughly and effectively explored and that pupils are made aware of their responsibilities and rights as individuals. This results in good relationships throughout the school. Satisfactory opportunities are given for pupils to work co-operatively in lessons, such as when they make pizzas together or share a computer mouse during information technology. They develop a sound understanding of rules, fair play and self-discipline through games sessions and, for example through games of phonic snap in the infant classes. Good opportunities are afforded for older pupils to care for the younger ones, as when they play with them at lunchtimes. All pupils have many opportunities to experience being part of the whole-school community through whole school assemblies and at lunch times. There is also very good provision made for the social development and integration of pupils with special educational needs.
46. The youngest children are taught in the adjacent Nursery, but also move around the main building very confidently and regularly enjoy lessons there. Children under five are expected to make choices and be responsible for aspects of their own development, such as changing independently for physical education. All pupils are expected to organise their own work and to clear up at the end of sessions, but opportunities for pupils to take responsibility for tasks which help the school and local community are limited. Where these are given, they are very effective. The Year 6 residential trip to Northumberland, and the project to prevent cars from speeding through Bilton village, helps give the older pupils a clear sense of community and citizenship. There are too few opportunities however within lessons, for pupils to demonstrate their initiative, although staff are beginning to plan for increased independence in learning through group work in many subjects. In this, the school has made steady progress in addressing the criticisms of the previous report. Where opportunities are given for the older pupils to use their initiative, such as in the running of the school library, they do so with vigour and enthusiasm.
47. Provision for pupils' cultural development is satisfactory. Pupils' knowledge of their own culture is enriched effectively by visits, such as those to the local church, supermarket and art galleries, and through local studies in history and geography. E-mail links with a school in Portugal and Denmark are used to encourage pupils' understanding and experience of other ways of life. Religious education and both television and radio music programmes are used satisfactorily to

promote pupils' awareness of other traditions. The art curriculum gives pupils good opportunities to explore the natural world through studies of the form and texture of, for example, stones and flowers. Few opportunities are planned or taken, to use examples from other cultures in the course of everyday teaching. Although the pupils explore Aboriginal and Hindu art forms, there are very few images around the school, other than the religious aspects of other faiths, which reflect the cultural diversity of society. In this respect, the criticisms of the previous report have not been fully addressed.

47.

47. **Support, guidance and pupils' welfare**

48. This is a caring school and the consideration given to support, guidance and pupils' welfare is good. Teachers know their pupils well and the trusting relationships established between adults and pupils leads to good understanding of pupils' needs and motivates them to do well. The identification of pupils with special educational needs is a strength and these and other pupils are supported appropriately in all areas of school life. External expertise is used efficiently whenever it is required. Over the last two years, good systems have developed to accommodate the changing needs of all pupils coming to the school. This has been important because of the great rise in the number of pupils being entered on roll from beyond the school's traditional catchment area. Since the last inspection, the school has maintained and improved its support systems.

49. There are good procedures in place for monitoring pupils' progress and their personal development. Some assessments and record systems are used effectively to this end. Portfolios of pupils' work are begun among children under five and are maintained and updated throughout the school. There is less on the personal development of pupils than on the progress they make in their learning. The progress of pupils with special educational needs is very well monitored and accurate records are kept. To assist the monitoring of pupils across the school and to help set and review targets for individual pupils, an in-house computer software has been developed. Information kept on the database is reviewed to identify trends and make predictions on individual pupil's targets. Although this work shows a lot of potential, it is still not at a stage where teachers can input and access data via the computer network system. However, staff constructively use information generated by the computer and the software is an effective tool. The use made of assessments in this overall process, is less convincing.

50. The development and implementation of class rules and reward systems is the foundation for the good behaviour and discipline that exists within the school. Although there is little formal need to monitor the consistently good behaviour and discipline in themselves, the procedures for promoting these are very good. During the past two years, there have been no serious incidents of bullying taking place at the school. Parents are generally very supportive of the stance on behaviour that is taken by the school.

51. Monitoring and promoting procedures for good attendance are very good and effectively used. Parents recognise the importance of bringing their children to school punctually and ensuring they attend regularly.

52. Arrangements for child protection are good and well established. All staff have received appropriate training and the East Riding Council's guide 'What you can do!' is used well by staff to fully understand signs and symptoms of child abuse and other related issues.

53. Through a well-designed programme for personal, social and health education, the school promotes pupils' well-being, health and safety well. Accidents are closely monitored and reviewed by

appointed first-aiders and senior staff. Arrangements for treating accidents and handling pupils' medication, such as ventilators for asthma sufferers, are good. There is a designated, well equipped, medical room that is easily accessible from the playground.

54. Recently, risk assessments have been carried out at the school and an action plan initiated. The school has been identified as a 'medium' risk school by the safety authorities. During the inspection some minor health and safety issues were identified and appropriate action taken.

54. **Partnership with parents and the community**

55. The school's partnership with parents and the wider community is satisfactory overall and the recently implemented Home-School agreement is operating well. Since the last inspection, the school has managed to maintain the involvement of parents and the learning resources within the wider community, to an effective level. The established links contribute well to the learning and progress of the pupils.

56. The quality of information sent to parents is satisfactory with good presentational features in some documents. For example, the Annual Report to Parents is well structured and presented and covers all the statutory range of topics about the school. It was well received by parents. The annual written reports on pupils' progress and achievements continues to develop and provides useful information for parents as well as meeting statutory requirements.

57. The involvement of parents in pupils' learning is good. Parents are very supportive and several help in the Nursery and other classes, particularly at Key Stage One. Parental involvement in listening to pupils reading or general preparation of learning resources, like cutting out shapes or mixing paints, are beneficial to staff and pupils. There is an open door policy and parents are encouraged to approach teachers with their queries and suggestions. The Friends of Bilton are particularly active in raising funds. They made a significant contribution towards purchasing bookshelves for the new library, electronic keyboards, large toys for the Nursery and improvements to the logged area in the playground.

58. Links with the community are developing satisfactorily. There are strong links with a local chemical manufacturer whose involvement greatly enriches the school's work in science and design and technology. Visits are made to a local superstore. Work in the bakery provides a good foundation for the older pupils in the food technology curriculum. There is a well run after school club called the 'Busy Bees' which is attended by up to twenty five pupils from the school. Activities at the nearby Youth Centre are arranged for children from the school and the local neighbourhood.

59. The school is involved with Hull University on the 'History of science and technology in Europe' project. In June 2000, the school will be hosting a course, in conjunction with Howden Comprehensive School, on lighthouses. Pupils from France, Portugal and other European countries will be involved.

59.

59. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

59. **Leadership and management**

60. The quality of leadership and management is good overall and has a major impact on pupils' standards and the quality of education provided by the school. This aspect of school life has continued to be at least as effective as that described in the previous inspection. In many ways, it has been further strengthened by a more collegiate style of leadership that has begun to improve upon and extend the contributions made by others within management roles.
61. The headteacher offers very good educational direction to the school and good support to colleagues and pupils. He has a clear vision of the priorities for school development and has set challenging targets for the school to follow. For example, he has established a program on the computer that helps track the work targets and progress of every child and this is helping to ensure the learning potential of individual pupils is reached in accordance with the wider aims of the school. The headteacher provides strong and effective leadership in most aspects of school life.
62. The administration and work undertaken by the senior management team is satisfactory. It supports the aims of the school and provides a useful bridge between the headteacher and staff. It also ensures that matters of curriculum practice are well aired and that policies in use are reflected upon. It has the potential to be an important means of the school assessing its own cost effectiveness, but in this, its role is under-developed. The basis of its working relationship with the governing body is also unclear.
63. The role and work of the subject managers or co-ordinators are largely unsatisfactory. The school has realised the need to develop their particular role for some time and this is a priority it has already begun to address. Clear job descriptions have been issued and all staff now contribute in some way to the annual school development plan. Although submitting the plans for the medium-term organisation of their subjects, these are not carefully followed through or evaluated as to their overall effectiveness. A few co-ordinators have been given the opportunity to track standards in their subjects and even to observe teaching in various classes, but this work is not yet fully underway. Overall, the co-ordinators have too little impact on the standards being achieved by the pupils and the development of their subject in the wider school. The impact of the co-ordinator for pupils with special educational needs is more marked and this aspect is soundly managed overall. The co-ordination of children under five is also managed effectively, although the links between Nursery and Reception could be stronger, particularly in the early days of transfer.
64. The contribution of the governing body is satisfactory, although because of changes in membership it has not sustained the potential strengths indicated in the previous inspection. Its work helps the school meet its statutory requirements apart from the continuation of a recognised teacher appraisal system. Governors are mainly supportive to others in management roles, rather than being pro-active in relation to monitoring or the introduction of new initiatives. Governors are hardworking and committed and are coming to grips with some of their major responsibilities as their training levels increase. The prospectus and annual report to parents are of a sound quality, as is the management and monitoring of special educational needs by representatives of the Governing Body. Their work is well shared between three major committees and there is good communication between these and the full governing body. There is particularly good representation of the governors in the oversight of literacy and numeracy in the curriculum and the management of these areas is good overall. There is however, some lack of involvement of governors at critical times in strategic planning, including the compilation of the school development plan. Governors are well involved in financial matters and in the administration and monitoring of the budget.

65. The monitoring and evaluation of teaching and the curriculum are undertaken mainly by the headteacher and senior management team and are satisfactory overall, although the contribution made by the co-ordinators in this process is under-developed. This work is vital to the future growth and success of the school and needs to gather increased momentum in the future, including greater involvement of governors. Several of the key issues raised in this report, have already been identified by the school as areas for self-improvement. Realistic yet challenging targets have been set for school improvement and, together with a good working environment, ensures that the ethos of the school is purposeful and satisfying to pupils and staff. Some very good staff development measures have been undertaken by the deputy headteacher that have led to every teacher having their own portfolio for development, but the statutory requirements for teacher appraisal are not met. The aims of the school are reviewed regularly and there is good implementation of these, together with school values and policies.

65. **Staffing, accommodation and learning resources**

66. There is good provision overall and improvements have occurred in several areas since the previous inspection. The level of staffing is good, enabling the curriculum to be taught effectively to all pupils. Experienced, well qualified and long serving staff enable the development of strong team work. For example, in some mathematics lessons, the teachers involved switch roles enabling the mathematics co-ordinator to take Year Six pupils to assess their abilities for Key Stage 2 tests. Strong emphasis is placed on using teachers' expertise. This is also reflected in the quality of supply teachers used.

67. A good example of the staff working to their known strengths and capabilities is the headteacher. A good proportion of his time is spent in teaching music. This strategy has a positive effect on the quality of education provided and the educational standards achieved at the school.

68. The school is not meeting statutory requirements for conducting formal appraisals for all staff although there are other good systems in place to address staff evaluation. All staff have been interviewed by the designated co-ordinator. Staff are also in possession of an individual staff development portfolio that records their own training needs and records. These also contain objectives and targets; actions and dates for evaluation. This practice is helping to identify areas for continual improvement.

69. The accommodation is satisfactory for the effective delivery of the curriculum and the overall needs of the pupils. The buildings are well maintained and kept clean and warm by a very committed caretaker and cleaning staff. All classrooms are on one level making access for disabled pupils or visitors easy to move around the school. The dining room and the Nursery are found in separate units a short distance from the main school.

70. In general, the classrooms are of adequate size to accommodate large classes. Some classrooms are without access to water, which is having a negative impact on some science lessons. Storage space around the school is very limited. The school copes well with these restrictions. The library is relatively small and utilises available space satisfactorily. This shows an improvement since the previous inspection. There is a very well designed computer suite. An appropriate area is set aside for teaching small groups of special educational needs pupils. The school has large playing fields for football and other sporting activities. Most weekends the football pitch is used by the local Junior football club. The quadrangle is a good environmental area. During the summer it is used for barbecues and other fundraising events.

71. Pupils with identified special educational needs are well supported. The demands of the curriculum are fully met for the less able pupils. All staff show good awareness of pupils with special educational needs. The special needs assistant and the child support assistants give very good support. Accommodation is good for those pupils withdrawn to work with the special needs assistant. There are limited opportunities for pupils to work outside the classroom, particularly at Key Stage 2. Resources for special educational needs are very good. They are of good quality and easily accessible to all staff. There is an appropriate number of reading books to match the needs of pupils and also a satisfactory range of computer software.
72. In general, there are good learning resources available for the effective delivery of the curriculum. Although storage facilities are somewhat restricted, the school sensibly uses storage areas directly below working surfaces in each classroom. This design makes equipment and material accessible to teachers and pupils. Since the last inspection, there has been noticeable improvement in the quality of resources for science, music and religious education. For example, in science there is now a good range of resources with the availability of sophisticated equipment for the measurement of sound. However, there is a lack of digital equipment limiting achievements in some parts of the science curriculum. In music there is now a good range of instruments. The school has invested in electronic keyboards to good effect. In religious education there are a variety of different Bibles and good resources for teaching about different faiths. There are excellent computer resources and software packages in the computer suite. Since these are networked with other computers around the school all pupils have equal opportunity to access and work on computers.
- 72.
72. **The efficiency of the school**
73. The school is efficiently run. Financial planning is good and is firmly based on the needs and stated priorities of the school. Funding is allocated appropriately in response to the school development plan and also in terms of specific grants for special educational needs and staff training. The Finance and General Purposes Committee of the Governing Body reviews the previous year's budget, monitors cost effectiveness and decides the spending priorities in November/December. The headteacher prepares a draft budget, which is submitted to the Governing Body for discussion and ratification. The Governing Body and senior staff manage the budget efficiently making, for example, savings on fuel and cutting down on expenditure caused by vandalism through the introduction of security cameras. The contingency fund is diminishing however, and even more careful financial planning and prudent spending will be needed in the future. The school sensibly allocates money to specific projects, for example, the recent considerable expenditure on the ICT suite and the library which has resulted in improved standards.
74. Day to day financial control and management of the budget are very good. The budget is monitored monthly by the headteacher and detailed reports submitted to the Finance and General Purposes Committee at their meeting. Any discrepancies are rigorously pursued and resolved. Computerised systems are used very efficiently to manage and monitor the processing of orders. The headteacher is supported on a daily basis by efficient administrative staff. The latest full audit, in 1998, showed that financial management systems are well maintained. Recommendations made have since been carried out.
75. The school makes good use of teaching and support staff. The deployment of class assistants, particularly in supporting pupils with special educational needs, is very good and leads to the majority of pupils with special educational needs making good progress. The introduction of the Literacy and Numeracy Strategies results in some of their time being spent listening and not actively supporting pupils in some classes. Although an area for growth that is acknowledged in

the latest school development plan, the current use of co-ordinators in helping to monitor and raise standards is largely unsatisfactory.

76. The use of time, learning resources and the available accommodation is good overall. A new computer suite has recently been created and the impact on teaching and learning in that subject is already very apparent. The library is still at a very early stage of development although the school has addressed the main area of weakness indicated in the previous inspection. The grounds are used appropriately to support learning and the construction of a new play area in 1998 has provided climbing and balancing equipment, an all weather surface and seats for the playground, which enriches free play at break times.

77. The unit cost per pupil is average for a school of this type and size. Taking into account the average attainment of pupils on entry, their average attainment at both key stages and the satisfactory progress they make, combined with sound teaching and the good response of pupils to their learning, the school provides satisfactory value for money.

77. **PART B: CURRICULUM AREAS AND SUBJECTS**

77. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

78. Children enter the Nursery class in the term following their third birthday, and the Reception class in the term in which their fifth birthday falls. At the time of the inspection there were seventy seven pupils (eight in Reception) under five, most of whom attend either the morning or the afternoon session in the Nursery. A small proportion of children enter the Nursery having had some other kind of pre-school experience. Nearly all the pupils in the Reception class enter from the Nursery; the rest mostly have pre-school experience elsewhere. Induction arrangements for both classes are good and allow the children and their parents to become familiar with school routines so that they enter school confidently. The induction period allows the teachers to get to know the children so that they can provide learning programmes that suit their needs and experiences. Before being admitted to the Reception class, the Nursery children attend full time and spend some time in the Reception class where they are joined by children who are entering from other provision.
79. During the children's early weeks in the Nursery, staff use an entry checklist effectively to make early identification of any children with special educational need. This enables them to receive specialist support as quickly as possible. At the time of the inspection, there were five children with identified special educational needs attending the Nursery full-time. These pupils make good progress in all areas of learning. All children transferring to the Reception class take with them their record of achievement, which together with verbal records passed on by the Nursery staff, enable the Reception teacher to build effectively on previous learning. Statutory assessment on entry is administered by Durham University and gives the school a detailed picture of the progress children make during their Reception year, but the results of the initial tests arrive too late to support the teachers in planning for individual early learning needs.
80. Although the children exhibit a wide range of abilities, the attainment levels on entry to the Reception class are generally in line with those found nationally, across all areas of learning. The curriculum is satisfactory, broad and balanced and relevant to the needs of all the children. It is soundly planned to ensure that children receive continuity of experience, and that each sequence of learning builds upon what has been taught previously. This, and the expectations of staff, enable children to make satisfactory progress in all areas of learning. In language and learning, and in personal and social development, teachers' expectations are higher, reflecting the high priority of these areas, and children make mainly good progress.
81. Progress in the Reception class is good in the science component of knowledge and understanding of the world due to well targeted, interesting activities.. Specialist teaching accounts for the good and sometimes very good progress Reception children make in information technology and music lessons. By the age of five, most children attain standards in line with the expectations of the desirable learning outcomes in all areas of learning. Children are well prepared to enter the next phase of their schooling. Standards, progress and provision have been maintained at the level reported in the previous inspection.
82. The overall provision for children under five is satisfactory in both the Nursery and the Reception classes. Teaching is satisfactory overall in both classes, and sometimes good. The children are given a variety of interesting and appropriately demanding learning experiences, and are expected, from the start, to take increasing responsibility for classroom routines, choosing what they are to do in the Nursery and getting what they need and clearing away in Reception. The staff for the under-fives form a hard-working and committed team who work well together to establish secure

routines and working patterns. This has proved to be of particular value this term when a long-term supply teacher has had to take the place of the Nursery teacher. That she is able to do so with very little disruption to the children's learning confirms the effectiveness of the team approach.

83. Staff have sound knowledge of the needs of young children and how they learn, and this is reflected in their lesson plans, the language they use, the tasks they set and the resources they provide. Activities soundly reinforce learning and teachers use questioning effectively to develop children's thinking. Assessment procedures are satisfactory overall. The Reception teacher records individual progress regularly, but in the Nursery, such judgements are unfocused and not usually recorded; this is unsatisfactory as assessments are not analysed rigorously to plan further teaching and learning.
84. The teaching spaces dedicated to the under-fives are satisfactory and teachers use the available space well. The outdoor play area is of adequate size, but does not provide a stimulating learning environment. It is only available to the Nursery children, which limits the experience of children under five in the Reception class. Resources for learning are satisfactory and staff use these well to give the children a broad range of learning experiences.

Personal and social development

85. Children in the Nursery class behave well and learn to take turns and share equipment, treating each other considerately, for example in the sand tray. They play well together and cooperate effectively, as when a group of six children made a large boat out of wooden blocks. Staff expect the children to organise themselves, for example in preparing for physical education in the school hall and tidying up quickly and efficiently. This they do well.
86. In the Reception class, children are expected to behave in a kind and caring way to each other, following the good example of the staff. They behave very well in the whole class group, listening carefully, for example, to each other in circle time and news session. They concentrate and persevere in their learning and finish their work on time. They enjoy learning and are keen to show and tell what they have done. The teacher makes her expectations of children clear, and uses praise appropriately so that her expectations are met. Sound teaching helps the children to grow in confidence in social and learning situations and most children attain the desirable learning outcomes by the age of five.

86. Language and literacy

87. Some children in the Nursery class have very limited language skills on entry, and have difficulty describing what they have done. Careful planning and sound teaching ensure that the pupils have many opportunities to listen carefully and to talk informally and formally. Children listen to taped and told stories with quiet attention and enjoyment. They play in the home corner and have conversations, for example, about who will do the ironing. Staff mix with children as they work and encourage them to talk about what they are doing and what they have achieved. This develops language skills rapidly. Many opportunities are provided for children to become familiar with books and the written word. They are taught how to handle books and that, for example, words in bold type should be said loudly. They quickly learn to distinguish words from pictures and older children recognise their own name and know some letter sounds. Opportunities for the children to develop their writing skills are planned through drawing and painting patterns with controlled strokes and by copying writing patterns. The staff model these well, so that children make sound progress.
88. Good emphasis is placed on early literacy and language skills in the Reception class and the children are well prepared for the literacy hour. The teacher involves children in activities that effectively encourages them to listen carefully and to continue a discussion, such as news sessions.

The children begin to recognise a number of common words and enjoy sharing a story with an adult. There are many planned opportunities for the development of writing skills. Children copy the teachers writing accurately and neatly when writing their own news stories, and some compose their own simple sentences using the 'Breakthrough' system. Provision and teaching is sound and progress is satisfactory, so that most children achieve the desirable learning outcomes by the age of five and are well prepared to move onto the programmes of study for the National Curriculum.

88. **Mathematics**

89. Provision and teaching in mathematics are satisfactory and the pupils achieve in line with expectations by the age of five. In the Nursery class, children engage in practical activities which teach them the names and properties of simple shapes. Many activities, games and rhymes help them to count and recognise numbers to nine, and to copy and record the colour and shape of patterns. They use the computer to order and sort objects. Water and sand play are provided to give children early experiences of capacity.

90. These experiences are soundly developed in the Reception class. Children have carefully graded activities that enable them to learn number values and how to add them and take them away. They increase their mathematical vocabulary rapidly, and use it to describe number operations. They understand comparative terms such as longer / shorter and use these correctly. Most have a firm knowledge of basic mathematics by the age of five and are well prepared for further learning.

Knowledge and understanding of the world

91. Children are given a variety of opportunities to work with simple tools and equipment, and they are taught to use them safely. The teaching in both classes is satisfactory and effectively provides opportunities for first-hand experiences and for the children's continuous progress. Nursery children build on the story of Mr.Gumpy to make journeys around the school and talk about the route. They explore patterns and the natural cycle of change through weather songs and planting seeds. They learn about time passing through looking at their own past achievements in their record of achievement. They cut and stick to make models and use construction kits to make larger and more complex designs. They use computers very confidently from the start, and develop good mouse control skills.

92. The children's skills of exploring, making and communicating are further developed in the Reception class. Soundly planned lessons with well-matched activities ensure the children make satisfactory progress and achieve the desirable learning outcomes by the age of five. They make longer journeys and can identify house types where they live. They consolidate their understanding of time passing by talking about yesterday, today and tomorrow. With support, they explore and describe the properties of familiar materials, such as plastic and wood and sort them correctly. Most children can log on and off the computer and choose from the menu. They design and make more complex products such as beaded bookmarks.

92. **Physical development**

93. There are sound opportunities for physical development as the Nursery children have ready access to a safe outdoor play area and all children under five are taught physical education in the large school hall. The quality of teaching is satisfactory and children have satisfactorily planned opportunities for exercise and play. Nursery children develop their gross motor skills by playing on large toys and by moving about the hall in increasingly controlled ways. Jigsaws, tracing, rolling and cutting materials all contribute to the satisfactory development of fine motor skills.

94. Reception children explore spaces well and develop good awareness of others. They control their movements well to change speed, direction and shape and work hard to improve their physical abilities of bending, stretching, rolling and twisting. They make satisfactory progress in their

coordination skills by cutting and sticking with increasing precision. The desirable learning outcomes are achieved by most children by the time they are five.

Creative development

95. Teaching in this area is frequently unsatisfactorily in that, apart from music, there are weaknesses in the lack of variety in materials and opportunities offered to children. Children paint and print bright colourful images and use drawing media confidently. As they get older, children observe and record in increasing detail and develop their observational skills well. They respond imaginatively to stories, poems and music. The Nursery children memorise rhymes and simple songs, and sing confidently. Children make good progress in the Reception class, copying simple rhythms and making their own music on untuned percussion instruments. They learn to discriminate between sounds and to appreciate the role of silence in music making. Although both classrooms have large imaginative play areas each is equipped as 'home corners'. Role-play in these is therefore unstructured so that progress is not ensured because of the lack of tasks and scenarios. Children in both classes make mainly satisfactory progress and achieve the desirable learning outcomes by the age of five.

95. **ENGLISH, MATHEMATICS AND SCIENCE**

95. **English**

96. At Key Stage 1, the results of the 1999 National Curriculum tests and assessments, show that the percentage of pupils attaining Level 2 and above in reading was well above the national average. The percentage of pupils attaining the higher Level 3 was broadly in line with the national average. Attainment in comparison to national benchmarks in English was broadly average to schools serving similar areas. Between 1996 and 1998, the performance of pupils in reading was broadly average, with boys doing slightly better than girls. In writing however, there is a higher than usual result in 1999 with 100 per cent of pupils being assessed as achieving level 2 and above, and thirty per cent achieving the higher level 3. Both results are well above average for all and similar schools. Over the three-year period between 1996 and 1998, the performance of pupils in writing was broadly average, with boys again outperforming girls. Since the previous inspection, the general trend in attainment has been upwards, although variations in this pattern do occur depending on the annual cohort of pupils. The inspection findings confirm that standards are rising but that attainment in English at Key Stage 1 is in line with the national average.

97. The results of the 1999 statutory assessments at the end of Key Stage 2, show that the percentage of pupils achieving the expected Level 4 and above was slightly above the national average, as was the percentage achieving the higher Level 5. Results in English overall were just below average in comparison to schools serving similar areas. Over the period 1996-1998, the performance of pupils at the school was below the national average. However, the latest results in English represent a big improvement over those of the previous year. Evidence collected during the inspection shows that pupils' attainment in English is in line with the national average. The current situation represents an overall improvement in those standards reported at the previous inspection.

98. During the inspection, evidence of attainment and progress was gathered from observation of lessons, a detailed scrutiny of pupils' finished work, discussions with pupils and from sessions in which pupils were heard to read. This evidence indicates that pupils at both key stages make satisfactory progress in reading and writing. Pupils with special educational needs make good progress at both key stages.

99. Pupils enter school with average skills in speaking and listening and, at both key stages, continue to develop these skills to an appropriate level. Teachers ensure that pupils are given a range of suitable opportunities to listen and respond to stories and poems, to ask and answer questions and describe events. Older pupils debate to an appropriate level for their age. Pupils understand the conventions of discussion and conversation, taking turns and listening whilst others speak. For example in a Year 6 lesson pupils studying 'The Diary of Adrian Mole,' were able to discuss and explore their own attitudes towards characters in the book. The majority of pupils at both key stages speak with growing confidence in a variety of contexts. Listening skills are generally good.
100. Pupils generally make sound progress in reading at Key Stage 1. By the end of Key Stage 1, pupils read with accuracy and understanding. Some higher attaining pupils read fluently and with expression. Pupils are taught an appropriate and helpful range of phonic knowledge. In Year 1, pupils practise building three letter words rhyming with 'ad' and 'an.' In Year 2, pupils learn regularly about consonant blends such as cr, fr and tr and use these to build up new vocabulary. Pupils are also given opportunities to take books home to share with or read to their parents. They are given many opportunities to read aloud from 'big books' during the literacy hour. Pupils' progress is good where teachers' expectations and enthusiasms for reading are particularly high. Due to the constraints of the building, pupils at Key Stage 1 are sometimes unable to make regular use of the school library. However, a good range of fiction and non-fiction books is provided in the classrooms. At Key Stage 2, pupils continue to make sound progress in reading. By Year 6 they are able to read a full range of texts with fluency, accuracy and understanding. They use reference books and make accurate use of the contents page and index. Overall, the use of the library and of pupils' research and enquiry skills has been strengthened since the previous inspection. Pupils with special educational needs make good progress in their reading.
101. Standards in writing are broadly at the level expected for the age of the pupils. In the Reception class, children use 'Breakthrough to Literacy' materials to make sentences of their own and to copy write accurately. In Year 1, pupils begin to write independently. Appropriate emphasis is given to the development of spelling strategies and learning high frequency words. By the end of Key Stage 1, pupils experience writing in a range of forms, sometimes using appropriate punctuation. For example, they write instructions for making jam sandwiches or finger puppets and re-tell stories such as 'Peace at Last,' in their own words. Much of their work has similarities in style, due mainly to the use of a core commercial scheme. Pupils are not taught a cursive script until Key Stage 2. The quality of handwriting at Key Stage 2 is sometimes unsatisfactory with incorrect letter formation. At Key Stage 2, pupils write for a range of purposes including narrative and non-narrative text. A Year 6 class was observed using descriptive language successfully in order to write a story from a basic outline discussed earlier. Progress in both reading and writing is accelerated by the use of the Literacy Strategy, which all pupils experience and benefit from at both key stages. Pupils with special educational needs make good progress in their writing due to the outstanding support given by classroom assistants
102. At both key stages, attitudes to learning are good overall. This makes a positive impact on standards achieved. In all lessons observed, pupils enjoyed reading with their teachers. The quality of response is particularly good where the lesson has a good pace. All pupils are able to work independently or in a group. The strategy of withdrawal of some of the pupils with statement of special educational need is well managed to ensure that they are able to participate in all planned aspects of lessons at an appropriate level. These pupils respond positively to such arrangements.
103. The quality of teaching at both key stages is satisfactory overall and sometimes good, particularly in Key Stage 1 classes and in the upper part of Key Stage 2. Teachers understand and consistently apply the principles and procedures underlying the National Literacy Strategy. They give clear

explanations and demonstrate good classroom management skills. They have secure subject knowledge and the pace of lessons is at least satisfactory and sometimes good. Targets for learning are clearly identified in teachers' planning and frequently shared with pupils to good effect. The tasks given to pupils of different levels of attainment are not always shown, but are evident in classroom practice. During the inspection week, limited use was made by teachers of information technology to support work in English, but from discussions with pupils, it is clearly used well at Key Stage 2 and in parts of key Stage 1. Many teachers do not plan for assessment thoroughly enough, particularly its use to inform the next stage of pupils' learning. The marking of pupils' work is also too limited in scope and purpose and does not contribute sufficiently to pupils' targets and progress. Teachers involve parents in reading at home and an informative literacy evening has also been held for parents. Home-school reading records do not generally provide sufficiently detailed comments about pupils' progress. However, teachers' records of pupils' progress in their own guided reading sessions are good. Resources are well organised and used effectively by all staff.

104. The curriculum provided by the school is satisfactory and accurately reflects the recommendations of the National Literacy Strategy. There is however, no overall view of the development of skills in English throughout the school. There is also more scope for the way that literacy skills are to be used across the wider curriculum. Whilst there is some good practice, particularly in Years 1 and 2, limited use is made of information gathered through assessment to inform lesson planning. The management of English provision is satisfactory. The co-ordinator has held responsibility for Key Stage 2 English for several years and has now taken overall school responsibility for the subject. She is an experienced teacher who is aware of the need to develop a whole school view of the English curriculum and has identified appropriate priorities for development. The school's Literacy Policy is relatively new, but does not clearly reflect all current practice in the school. The co-ordinator has been unable to monitor the quality and standards of work in other classes and influence pupils' progress in this way. The school has managed available space well to help provide a small library that is well supplemented by classroom book collections.

104. **Mathematics**

105. In the 1999 National Tests for pupils at the end of Key Stage 1, the percentage of pupils attaining Level 2 or above was above average in comparison to both the national average and in comparison to similar schools. The percentage of pupils attaining Level 3 or above was well above the national average but average compared to similar schools. Taken over a three-year period, between 1996 and 1998, the performance of pupils in mathematics at the end of Key Stage 1 is just below the national average, with boys performing marginally better than girls. The inspection shows that standards at Key Stage 1 are broadly in line with the national average.
106. Pupils at Key Stage 1 make satisfactory progress overall mainly as a result of good planning and effective teaching. Levels of numeracy are satisfactory and are well consolidated through the effective use of resources as well as soundly organised group work. Pupils' attainment and progress are also influenced by their good behaviour and attentiveness during lessons. Pupils are actively involved with pointer sticks, flash cards, action songs and games such as 'Teddy throw.' Such activities help consolidate number skills. By the end of Key Stage 1, a majority of pupils add and subtract accurately in 10s and 100s. Younger pupils recognise numbers to 20 in words and digits. They list odds and evens to 50 and discuss emerging patterns. Most use information technology effectively in order to practise number bonds to 20 and discuss their work on screen. They use mathematical vocabulary such as digits, spheres, cones and cylinders correctly and with confidence. Year 2 pupils measure in 10 centimetre units using a metre stick and in Year 1, more able pupils work competently on number sentences. Pupils with special needs, where supported by

a classroom learning assistant, have good success with numbers up to 20.

107. In the Key Stage 2 National Curriculum Tests in 1999, the percentage of pupils reaching the expected Level 4 and above was broadly average in comparison to all schools and below average when compared with schools serving similar backgrounds. Taken over the three-year period between 1996 and 1998, the performance of pupils in mathematics at the end of Key Stage 2 was well below the national average and with no significant difference between the scores of boys and girls. Although there are wide variations in pupils' performance year on year depending on the individual nature of each cohort of pupils, the trend in mathematical performance has been generally upward since the last inspection. The current inspection shows attainment at the end of Key Stage 2 to be broadly in line with the national average, with the great majority of pupils making satisfactory progress overall.
108. Older pupils work confidently with number facts to 1000. They round up, estimate and understand and accurately work out both column addition and subtraction calculations. Pupils in Year 4 try different methods of calculation in their jotter books. In the Year 5/6 class, pupils divide numbers by 20, using a bingo format to make learning enjoyable. They can work with percentages in relation to fractions and decimals and can draw and use pie charts, plot co-ordinates and find the area of rectangles. Although the pupils understand the concept of area, they can not easily translate its use to every day life. Information technology was seen to be used effectively in one class, where spread sheets were used to record data on ingredients and prices for pizza making. There is insufficient use made of computer software in giving pupils a greater range of mathematical experiences. Pupils in Year 6 recognise the properties of a quadrilateral and use mathematical vocabulary confidently, correctly identifying a trapezium and rhombus. Good support is given to special educational needs pupils in class, who were seen in a Year 5/6 class working with a classroom learning assistant on the area of rectangles. Such pupils make good progress. Higher attaining pupils however are not always set tasks that are sufficiently challenging to support good progress.
109. There is appropriate emphasis on numeracy throughout the school, but as yet, there has been little drive to address in a more systematic way, how numeracy can be fully used across the curriculum. Teachers base much of pupils' current learning on the guidelines suggested by the National Numeracy Strategy and this leads to satisfactory progress for most pupils. For example, in an introductory session to practise and reinforce mental strategies, most pupils make gains in their number knowledge and consolidate their skills involving addition, subtraction, multiplication and division. The 'numeracy' approach has a positive impact on the progress pupils make in relation to the speed and accuracy that they work with numbers in general. However, there is too much emphasis on teacher directed activities in the main part of lessons, leaving too few opportunities for individual pupils to undertake their own investigations and problem solving exercises. Progress is lessened when pupils are given insufficient opportunity able to select and use their own equipment and to apply mathematical knowledge and experience in solving problems in real life situations. Scrutiny of work throughout the school suggests that pupils make satisfactory progress overall.
110. Pupils throughout the school are well behaved and try hard to follow instructions. The few instances of fidgeting and lack of attention were mainly caused when the pace of the lesson flagged. Pupils are engaged and enthusiastic in mental arithmetic sessions and generally respond positively to their work during the numeracy hour. Little is asked of pupils' initiative but they gather equipment and work well in groups when asked to do so. Work is very well presented in books and folders and pupils take an obvious pride in producing their own best efforts.
111. The quality of teaching is satisfactory overall, but some good teaching occurs at both Key Stages. Planning is good with clear objectives shared with pupils at the start of lessons. Work is firmly

based on the Numeracy Strategy in order to provide continuous and progressive learning. Satisfactory assessment procedures are in place but particularly the day-to-day assessment of pupils' work is not always used to inform curriculum planning. The marking of work does not provide sufficient guidance to pupils about improving their future performance. All teachers manage pupils well and there is an appropriate level of praise and encouragement. All pupils are given equality of access and opportunity and the performance of boys and girls is broadly similar. Some Key Stage 2 teachers exchange classes for mathematics in order to share their expertise across the whole key stage. Pupils were previously set by ability. There is no evidence yet that these latest arrangements are helping to drive up pupils' attainment and progress.

112. The curriculum provided for mathematics is satisfactory as is the quality and quantity of resources in use at both key stages. There is a selection of day-to-day equipment available in each class and less frequently used apparatus is sensibly stored centrally for the use of both key stages. Carefully laminated worksheets and flashcards are stored in each classroom and are readily available for use in group work. Several published schemes are used to help support the Numeracy Strategy. The range of mathematical equipment is adequate and aids pupils' learning. The leadership of the subject is satisfactory. The co-ordinator has sound knowledge and understanding and received two days Numeracy training the previous term. For half a day, twice per year, an opportunity is given to the co-ordinator to monitor the subject, but this aspect of her role remains under-developed and does not impact sufficiently well on the subject.

112.

Science

113. The 1999 teacher assessments, at the end of Key Stage 1, show that the percentage of pupils who reach the expected Level 2 or above is well above the national average and broadly matches attainment for schools that serve similar social areas. The proportion of pupils reaching higher standards than expected for seven-year-olds is above the national average and broadly matches attainment in similar schools. A scrutiny of pupils' work and observations of science lessons indicate that pupils make satisfactory progress and the majority achieves standards that are in line with the national average in every aspect of the science curriculum. This was broadly the findings of the previous inspection.
114. The results of the 1999 National Curriculum tests and assessments at the end of Key Stage 2, indicate that the percentage of pupils reaching the anticipated level 4 or above, is below the national average, and also below the average for similar schools. The percentage reaching higher levels is above the national average and matches that for similar schools. Inspection findings indicate that most pupils achieve levels that match the national average in the knowledge and understanding aspects of the science curriculum, but are below the expected standard in experimental and investigative science. This latter aspect is not included in the national tests. The present group of Year 6 pupils has experienced a well-structured teaching scheme within a soundly organised programme that clearly supports steady progress in the development of science concepts. Although school standards, as indicated by the 1999 tests, have risen slightly, they have not always matched the improvement nationally over time. The school' strategy of introducing an intensive revision period of science knowledge in the term before the tests has had limited success. The trend of below average test results has continued over the past four years, and the school does not currently set rigorous targets for improvement although is about to do so. Current inspection findings noted no significant differences in the quality of the work undertaken by boys and girls, or in responses to lessons.
115. At both key stages, there is little difference in the range of pupils' attainment within a year group,

even when the pupils show different levels of prior attainment. This is because teaching plans do not adequately detail what learning is expected from each ability group. Work is usually pitched to the capabilities of the average pupils, and there is little opportunity for potentially higher-attaining pupils to reach the higher levels. As a result of the uncertainty of several teachers as to how to plan for pupils' progress in science skills, potentially higher-attaining pupils make unsatisfactory progress and some under-achieve. Pupils with special educational need are very well supported and make good progress at both key stages. The pupils' use of their literacy skills in science is sound and they use science vocabulary and terms with increasing precision. Descriptive and explanatory writing is also developed satisfactorily. Standards in numeracy to support learning in science are below those found in the mathematics lessons, as there is insufficient measurement of observations and graphical representation of the results of investigations, data and experiments as the pupils move through the school. Information technology is used too infrequently to record and extend science work.

116. At Key Stage 1, termly plans clearly identify what the pupils are expected to learn, and in general terms, what skills they are to develop. Teachers use these satisfactorily to inform their teaching, and this ensures that the majority of pupils make sound progress across the whole science curriculum. The youngest pupils name some properties of wood, plastic and metal, suggest objects made of each, and sort objects made of these materials into correct groups. Most give sensible reasons why plastic is a good material for a baby's toy. In Year 2, pupils suggest at least one physical process that will change the shape of an object, such as squashing a soft toy. They carry out a fair test, with help, to find the best material for Teddy's umbrella and record their findings as a table. They make relevant predictions of which objects will float and sink, using their own general knowledge. Opportunities to link what they find out, to what they thought would happen, are insufficiently planned for. Pupils make neat and careful recording of observations as drawings, in written form and in tables.
117. At Key Stage 2 most pupils continue to make satisfactory progress in their knowledge and understanding of science work. The progress of a minority is not consistent however. This is due to the increased demands of the science curriculum at Key Stage 2 over a wider area of science. Teachers have little opportunity, through in-service training, to update their own science knowledge, which is adequate for the ages of pupils they teach, or to deepen teachers' understanding of how pupils make progress in their acquisition of science skills. Progress in the development of science skills is unsatisfactory, although this is a problem with teacher emphasis as well as curriculum provision. Most pupils understand that sound is made when objects vibrate, and devise and carry out their own tests to find out which materials sound will travel through. They correctly draw food chains and webs relevant to the school environment. They carry out simple observations of evaporation rates of water. In this they make simple predictions, but do not give reasons. Few observations and results are explained in terms of their scientific learning, or conclusions drawn, and this is unsatisfactory. Most pupils have a very good understanding of the properties of solids, liquids and gases and use this knowledge to accurately explain the water cycle, using appropriate scientific language.
118. Pupils' response to science is good. They handle science equipment confidently and safely. They enjoy science lessons and talk with enthusiasm about what they are doing. They help each other by discussing each others findings and often overcome difficulties together. Relationships between adults and pupils are good, and give many pupils the confidence to try out their own ideas. Older pupils tend not to ask science questions spontaneously, and they are not taught how to do so. Most pupils work hard, concentrate throughout the lessons and behave well, even when they are handling exciting materials. They finish their work in the time allowed and take care with their recording. The good attitudes of pupils have continued since the last inspection.

119. The teaching of science is satisfactory overall and the quality has been maintained since the last inspection. Teachers' planning accurately reflects the agreed scheme of work and the knowledge aspect of lessons is well identified. However, the focus of practical work is often rather broad, and precise skills to be developed are not identified. The teachers use a range of appropriate teaching styles, balancing theoretical and practical work well, and provide interesting and relevant experiences that match the purposes of lessons and pupils' interests. This strength helps pupils build effectively on their previous learning. The pace of lessons is satisfactory, but is often not rapid enough to promote good progress, particularly among the most able and indicates that teachers' expectations are not always high enough.
120. Apart from end of key stage assessments and tests, no other formal assessments are made in science. Teachers have no means of making accurate assessments of pupils' attainment and do not amend teaching plans in the light of rigorous analysis of trends in learning. Pupils are rarely involved in assessing their own progress. Teachers' marking is frequently unsatisfactory and does not indicate to pupils the strengths and weaknesses of their work, or set further targets for improvement. Pupils gain a clearer idea of their own attainment and progress through teachers' questions and discussion.
121. The science curriculum is broad and balanced and meets statutory requirements, although in some years, insufficient emphasis is placed on the acquisition of skills. The co-ordinator has several heavy curriculum responsibilities and at present is not given time to monitor standards or provision formally. She has a reasonable grasp of the state of science education in the school, but this is gained by informal means. She ensures that the two-year learning cycle is followed well by teachers, and this enables pupils to make satisfactory progress, without repeating previous learning within the mixed age classes.
122. The range and quality of resources is good and they are used efficiently. The school responded promptly and effectively to the criticisms in the previous report, where lack of science resources was a key issue. There is still an inadequate range of measuring equipment to enable pupils to achieve the higher levels of investigative science. Information and communication technology is used insufficiently across the school to support learning in science.

122. **OTHER SUBJECTS OR COURSES**

122. **Information technology**

123. The previous inspection found that standards in information technology (IT) were satisfactory. Inspection evidence shows that standards have since improved considerably and the attainment of pupils throughout the school is now good. A majority make good progress, partly as the result of the increased provision, including the impact made by specialist teaching.
124. At Key Stage 1, the youngest pupils name the parts of the computer confidently. They operate the mouse competently and describe the effects of commands. They look at a Living Book together called Ruff's Bones and know how to access it by disc. They log on and off the Internet and understand the concept of entering, retrieving and storing information at a simple level. Year 2 pupils use the program Treasure Hunt on a computer to explain controls. They understand that control is integral to every day life and know that items such as washing machines and dishwashers can be operated by computer chip. Pupils in Year 1 use computers to practise number bonds in a mathematics lesson and for a good variety of drawings using 'Kid Pix' that were then well displayed in the IT suite.

125. At Key Stage 2, pupils in Years 4 and 5 have direct experience with computers in the IT suite enabling them to experiment with Library pictures. They select 5 pictures, resize and insert them into a page by dragging and moving around. They illustrate a poem, that they had word processed the previous week. Pupils in Years 5 and 6 initiated a search on the topic Lighthouses using software entitled, 'World Book Multimedia Encyclopaedia.' Having retrieved the information they are then able to type an article based on information they had gathered. They show a good awareness of the intended audience when choosing fonts for formal writing.
126. Pupils throughout the school were seen at registration and in breaks and lunchtime working successfully and independently on control programs such as 'Crystal Rainforest' and 'Learning Ladder.' During a Technology lesson, older pupils use a spreadsheet accurately to work out quantities of ingredients and prices for making pizzas that were being made. Pupils in all classes make interesting pictures using Kid Pix, successfully building different effects into their pictures. Older pupils make attractive fireworks posters, using 'Appleworks.' Drawing and an imaginative range of poems in different fonts are well displayed indicating the good progress pupils make.
127. Pupils at both key stages make good progress as a result of the dynamic teaching of a specialist, the excellent resources and the timetabled opportunities for regular use of the IT suite. High attaining pupils can proceed at a faster pace and lower attainers are given good support. Pupils with special educational needs are supported by a class teacher or classroom learning assistants and make good progress. Progress is also heightened by the structured course now underway, with pupils consolidating their previous knowledge and then applying their skills in new situations. The use of classroom computers has also increased to advantage, with teachers using these on a regular basis to supplement the work carried out in the computer suite.
128. All pupils are very well behaved, show great interest in the subject and enthusiastically respond to questioning. There show obvious enjoyment when using the IT suite and it provides a stimulating and exciting learning environment. Pupils work well collaboratively and have good relationships with their teacher. Older pupils develop the capacity for personal study when retrieving and searching for information on the Internet. The very positive learning environment and the response of the pupils are other factors creating good progress.
129. Teaching at both key stages is good. There is good planning with high expectations and clear objectives for all lessons. In the IT suite, demonstrations are given to show pupils what is required before they experiment for themselves. This direct teaching before investigations leads to good progress being made each lesson. Open-ended questioning, humour and enthusiasm ensure that all pupils are challenged and activities are closely matched to the aims of the lesson. Assessment is satisfactory and is used to inform future planning and monitor progress. The school is rightly assessing the impact of concentrating the teaching on mainly one specialist teacher.
130. The school is linked, via Hull University, to schools in Denmark and Portugal as a pilot for an international project. This is, as yet, in its early stages and has not been evaluated. The school receives a European grant to help develop history, science and technology, where materials need to be trialed and evaluated at a conference in July 2000. These projects make a significant contribution to the provision made for pupils' cultural development.
131. Information technology is used satisfactorily to support some areas of the curriculum, but others lack the level of software needed to develop subjects in the right way. The co-ordinator provides strong leadership and has already made a valuable contribution to the subject. The subject policy and scheme of work are clear and detailed, giving the range of knowledge and skills expected for each year group. It is a useful document for all staff to follow. The co-ordinator has a clear vision

of the needs of the subject and supports less confident colleagues when appropriate. Information technology continues to have high profile as an educational priority in the school.

132. Resources for the subject are now very good. The school has recently converted a room to become a specialist IT suite with enough computers and peripherals for half a class to work on an individual basis. All the classrooms at Key Stage 2 are linked via cable to the fileserver in the computer suite. This allows pupils in the classrooms to carry on with work begun in the suite and for class teachers to build on previous learning on a day-to-day basis. There is a good range of software for communicating and handling information, control and modeling, mainly stored centrally, but readily accessible to all classes. Although at an early stage, good progress has already been made. Efficiently managed time and staffing allows effective learning and good progress to take place. Information technology is rapidly becoming a curriculum strength of the school.

132.

132. **Religious education**

133. By the end of both key stages, the attainment of pupils is in line with the expectations outlined in the Local Agreed Syllabus for Religious Education. All pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding of religious topics.

134. At Key Stage 1, pupils are introduced to a good range of both Old and New Testament topics and build up a sound knowledge of the characters and events that have helped shape the Christian faith. They understand the significance of Christmas and Easter as major Christian festivals, and know about faith and the measures some people are prepared to endure in order to prove their faith to others.

135. By the end of Year 2, most pupils show sound knowledge and understanding of Christ's life and the influence of his teachings. Pupils also have a satisfactory awareness of topics such as 'new beginnings' and the importance of virtues such as truth, honesty and commitment. Pupils also are aware of other faiths and use artefacts and photographs to explore aspects of Judaism.

136. By the end of Key Stage 2, pupils' understanding of religious concepts and background has increased considerably. Pupils in Year 3 make a detailed study of Divali and design their own artefacts based on their understanding of how symbolism and rituals are exercised in the beliefs of many world faiths. Pupils in the same year deepen their knowledge of special dates on the Christian calendar such as Epiphany and Palm Sunday. In Year 4, pupils record their work in a range of interesting and effective ways, illustrating the life of Jesus as a boy and the struggles endured by Moses with the Egyptians. Most pupils at Key Stage 2 undertake work with the Ten Commandments and understand the importance of rules in their own lives. Pupils are able to place stories such as the Prodigal Son in a modern context and many older pupils talk sensibly about the place of religious ideas in contemporary settings. In Year 6 pupils make an in-depth study of the Muslim way of life and know the importance of prayer and pilgrimage to the followers of the Qur'an.

137. Pupils at both key stages are swift to assimilate new information and to consolidate their previous learning. This is particularly true of their knowledge of Judaism, Hinduism, Islam and Christianity. They make satisfactory progress in knowing how to compare and contrast world

faiths. They show increasingly accurate use of religious terminology such as baptism, congregation and symbolism. They learn effectively both about and from religion. Most classes undertake religious work on a regular basis so there is a sound basis for continuous learning based on the Agreed Syllabus. Where any confusion occurs it is often because a particular topic has not been revisited for some time and gaps in knowledge can re-appear.

138. The response of pupils to their learning is consistently good. A majority of pupils is interested in their work and enjoy the discussions and written tasks. Behaviour is usually very good in lessons and many pupils work well collaboratively when asked to do so. The good relationships evident in many classrooms form a useful basis for class discussion and older pupils in particular do not feel threatened when making their own interpretations of religious themes. Work in books is generally good and shows a wide range of expressive ideas with pupils taking pride in the finished efforts.
139. The quality of teaching is satisfactory at both key stages, although some good teaching was observed in Year 6. In that particular lesson, the teacher showed good subject knowledge and set pupils an imaginative task about the Makah Pilgrimage to help them understand aspects of the Muslim way of life. Teachers value the work undertaken by their pupils and make good use of resources, artefacts and displays to increase pupils' enjoyment, knowledge and understanding of various topics.
140. Where possible, teachers make satisfactory use of themes undertaken in worship to help reinforce the work in religious education. For example, when studying the importance of belief and standing up for the right, pupils also heard about Anna Frank and why we hold Remembrance Sunday. Staff all teach their own religious education and are confident in what they do. However, opportunities for developing spiritual development from their teaching are very often missed and this is an area for immediate development. Teachers give a good range of tasks to pupils and their responses are not tied to worksheets. Much of the work at Key Stage 2 shows good examples of how religious work can lead to the good use of literacy across the curriculum. There has been no formally agreed way of assessing pupils' attainment in religious education and this is a weakness in the teaching. Where samples of work have been entered into a portfolio these are insufficiently annotated and are merely a record of some of the work completed.
141. There is an experienced co-ordinator who provides satisfactory stimulus and management of the subject. The next Agreed Syllabus will form the heart of work from Christmas and beyond. The current syllabus provides well for multicultural development but teachers do less well in recognising those elements that will promote spiritual development. Learning resources are satisfactory and together with support staff are well used to promote learning and pupils' progress. The exception is in the use of information technology as this has not yet begun to impact on pupils' standards.
142. The work undertaken in religious education has shown some improvement since the last inspection. There is now greater consistency in how it is taught and pupils benefit from a wider range of topics and means of recording their work. Statutory requirements are met. The lack of monitoring and the absence of a consistent overview, have remained areas of relative weakness since the previous inspection.
142. **Art**
143. Pupils make good progress throughout the school and achieve standards that are higher than those expected for a majority of pupils at both key stages. Their ability to record observations, to

experiment with different media and to apply their knowledge of techniques to emulate a range of artists' styles is better than expected for their age. Standards since the previous inspection have been maintained at Key Stage 1 and improved at Key Stage 2 due to the expertise and enthusiasm of a regular supply teacher, and a willingness of all teachers to take art seriously and develop pupils' skills in the classrooms.

144. At Key Stage 1, pupils successfully explore texture and tone, using an interesting variety of materials to make attractive and well-designed prints. Their thoughtful use of colour mixing and blending give harmonious results. They visit a local art gallery to study the work and style of a contemporary artist, Jack Chesterman and go on to make their own pictures in his style. Exploring a nautical theme, they use a number of techniques to experiment with colour and line. The results are impressive and show that the pupils interpret the artists' style very well, apply the techniques of masking, printing and splattering carefully, and control the materials effectively.
145. At Key Stage 2, pupils' development of their drawing skills is good and they make good progress. They make careful and effective use of marks, using ink to show the texture of wood, thatch and grass when drawing an Anglo-Saxon house. Many techniques, such as frottage, shading, and colour mixing are used to good effect, enabling most pupils, including those with special educational needs, to make good progress. The pupils study the styles of many artists, mostly from the Impressionist, Fauvre, and Primitif schools. They look at how artists change and develop an individual style, and through copying images, they acquire a good visual vocabulary. This they apply to good effect to paint pictures in a particular genre, but always using their own style. This is a particularly good feature of the artwork developed in the school. The pupils make delicate and ethereal watercolour paintings of poppies and use mixed media very effectively to portray seed heads. Older pupils study a range of Picasso portraits and develop this theme to make their own confident and bold pictures. Careful teaching of art vocabulary and terms enables the pupils to make good progress in talking about art, artists, styles and evaluating what they have done in artistic terms.
146. Pupils enjoy art lessons. They work very hard and are intellectually engaged in what they are doing. They have an independent approach and are confident to try new techniques. In this they are helped by the good support of teachers and their willingness to demonstrate the application of techniques. The pupils share ideas, appreciate each others work and offer suggestions for improvement in a mature and thoughtful manner.
147. The quality of teaching is good. Teachers use the very supportive yearly and termly plans devised by the co-ordinator to plan their lessons well. They also use, when available, the specialist teacher's own expertise, to help them in their own work and to resource the lessons very well. It is to the credit of all staff that, at a time when the art curriculum is not a high national priority, they continue to develop their own knowledge and expertise and provide a stimulating and very worthwhile range of experiences for the pupils. They use the paintings of famous artists, such as Rousseau, very well to teach the pupils to mix and blend colours and to put vigour and movement in their paintings. They use work in other curriculum areas to good effect to teach specific art skills, such as when younger juniors make delicate pencil sketches of rocks that accurately portray their texture, mass and structure. The teachers have high expectations of themselves and their pupils and all strive hard to meet them.
148. No formal assessment is made of pupils' work in art. Pupils displayed artwork, sketchbooks and collections of work from different year groups are not used effectively to help inform pupils, staff or visitors about standards in art or to describe progress throughout the school. Informal assessments made during the course of lessons satisfactorily enable the teachers to pitch the lessons appropriately, ask questions that challenge the pupils knowledge and develop their thinking, and to

plan further lessons.

149. Although art styles from other cultures, such as Aboriginal Dreamtime paintings and Rangoli and Mendhi patterns are taught, most images and styles are from within a post-1880 European culture. The criticism in the previous report that pupils understanding and knowledge of the richness and diversity of other cultures was under-developed has not been addressed satisfactorily.

149. **Design and technology**

150. Although there were only short periods of design and technology available for inspection, from discussions with staff and pupils and close scrutiny of displayed work, it is clear that this is a strong curriculum subject in which pupils make good progress and achieve above average standards in their work. This is also a subject that has improved considerably since the last inspection and is rapidly becoming a curriculum strength of the school.

151. The school is careful to include all the elements of designing, making and evaluating at both key stages, and most finished pieces of work reflect such an approach. In Year1, pupils complete some work of a very high standard as part of their studies of houses in general and of doors in particular. They use the computer program 'Kidpix' to illustrate their own houses and go on to produce some model doors that are worked in intricate detail and show attainment well above the average. LEGO and other constructional aids are used well, early in the key stage, and this leads to pupils experimenting with cardboard and other modeling media. Children in Reception combine their work with science, studying the potential of wood and plastic as modeling materials. They go on to illustrate one of their favourite stories, 'The village with three corners' using a range of designs and modeling techniques.

152. At Key Stage 2, pupils receive further opportunities to extend their models and become more sophisticated in the planning process. They make products using a range of materials, components, ingredients and techniques. Particularly striking models of various vehicles are planned, built and evaluated by junior pupils. In Years 3 and 4, pupils make their own photo frames and understand how to join corners and finish their work to a good quality. By the end of the key stage, pupils measure, mark, cut and join accurately. Numeracy is used to good effect. Design and modeling are often used to illustrate other curriculum areas. For example, by recreating the Parthenon and other buildings as part of their topic on ancient Greece. Several lessons show pupils to be adept with food technology and classes make detailed studies of sandwich fillings.

153. Pupils make consistently good progress in their work and good support is given to pupils with special educational needs, particularly their work on planning and design. This allows the majority to make good progress in all areas of the subject. Pupils' discussions, plans and evaluations become increasingly more sophisticated and the work set challenges their previous knowledge and experiences. By the end of Year 6, pupils know how to introduce moving components into their models and to make them more efficient by further discussion and evaluation. Plans show increasing complexity and detail, including more annotation as they move away from pictures towards diagrams. The response of pupils is good. They show considerable enjoyment in their tasks and evident pride in the finished work. Pupils also work well in pairs and groups and show care when handling potentially difficult tools and materials safely.

154. The quality of teaching was mainly satisfactory in the lessons observed, but the planning of other work and the progress pupils make suggests that teaching is good overall. Teachers have a good

insight into the finished work and can share this and their own enthusiasms with the pupils. The management and organisation of pupils is good. The range of tasks offered to pupils is also good including those that will provide choice and help develop independent working. Teachers demonstrate skills and processes correctly and encourage pupils to use technical vocabulary wherever possible. Effective links are made with other subjects, particularly mathematics, science, history and geography.

155. The experienced and enthusiastic co-ordinator has done much to develop the subject in the school. Topics and projects are well resourced and progression in skills is clearly illustrated in the recently modified scheme. A good portfolio of work is underway, but this lacks comments on the context of pupils' finished work. Assessment is underway but is unsatisfactory compared to the strength of the subject as a whole.

155. **Geography**

156. Pupils make satisfactory progress in relation to their previous learning, particularly in their consolidation of knowledge and range of recorded work. The work seen indicates that standards are broadly at the level anticipated for the age of the pupils. Standards and progress have remained broadly at the level reported during the previous inspection.

157. At Key Stage 1, pupils embark on a good range of topics that help to extend their knowledge. Many of the topics are very content-based, and pupils' skills are not developed adequately. Mapping skills are, however, evident from an early age. Children in Reception study the impact of the seasons and can use a very simple but effective method of locating features onto a mapping grid. By the end of Key Stage 1, pupils show satisfactory progress in drawing simple mapping routes illustrating home to school. They later progress to creating treasure maps that introduce the notion of symbols, mapping keys and direction. The use made of the immediate environment is rather sparse, despite it being a busy but exciting resource for pupils to explore. Some of the work given to pupils at Key Stage 1 is too worksheet orientated and this means a lack of experience in recording their geographical work in a variety of ways.

158. At Key Stage 2, pupils are presented with a satisfactory range of experiences that allows them to research their own work and, in the case of practical field skills, culminates in a useful residential stay on the north-east coastline. They learn appropriately about different regions of the world as well as gaining increased understanding of how many of the world's natural features have been shaped and fashioned over thousands of years. In Year 4, pupils make a very detailed study of rivers and progress onto issues involving global warming, saving the rainforests and the impact of tourism on economies. Pupils show appropriate understanding of sensitive environmental issues and carry out simple surveys of their own to detect local and national feeling of some of the issues involved. They also make satisfactory gains in the use of geographical vocabulary, for example when contrasting the River Rhone with the River Humber.

159. The response of pupils in lessons is good. They express particular interest when topics are well illustrated and prepared by the teacher. Pupils with special educational needs are well supported in their written work and this makes the subject interesting to them as well as ensuring they make at least satisfactory progress. Practical work is often given to encourage independent working, but more use could be made of this strategy to help strengthen pupil response still further. Good behaviour and motivation are both positive features of the observed lessons.

160. The quality of teaching is satisfactory overall although only small amounts of teaching were

available for observation. In one very good lesson in Year 6, the teacher provided a wealth of learning materials including photographs, book extracts and atlases. The pupils went on to explore in accurate detail some of the great mountain regions of Britain and the World. They began to record their work in a book for younger pupils to use in the library. Planning for the subject is satisfactory and the likely outcomes of lessons are accurately recorded and prepared for. Pupils with special educational needs are well supported by a range of adults and they make satisfactory progress overall. Teachers show good levels of knowledge and understanding and careful and imaginative use of resources. The planning does not give sufficient indication as to where and when the spiritual and cultural development of the pupils could be enhanced. Assessment is not sufficiently co-ordinated and agreed upon and is not really an integral part of the planning process.

161. There is a broad scheme that helps teachers plan a series of topics in considerable detail. The update of the policy is now overdue. The co-ordinator is aware of those areas of the subject that require to be strengthened but is currently insufficiently involved in monitoring teaching and learning.

161.

History

162. Pupils make satisfactory progress overall in relation to their previous learning. While they make mainly good progress in their acquisition of historical knowledge and in developing a sense of chronology, their enquiry skills are less well developed and overall are unsatisfactory. This situation is broadly similar to that reported in the previous inspection.

163. Pupils in Year 1 learn about lives a hundred years ago and make sound comparisons and express opinions. One pupil writes, 'The lady didn't like corsets because it was too tight.' Pupils in Year 2 accurately complete a timeline from 1600 – 2000, including the teacher's year of birth, correctly spacing dates and events. Pupils in Year 3 learn about the Anglo Saxons and show appropriate understanding about the lives of monks and the story of Beowulf. Pupils' finished work is satisfactory and includes drawing artefacts and Saxon homes and recounting the Beowulf story in their own words. Pupils use an appropriate range of books from the school library and the library services to help their research. Useful visits to a local museum are also included in the curriculum plan. Pupils in Years 5 and 6 show sound awareness of the Ancient Greeks and their use of the land. They learn about the landscape and try tasting olives and samples of dried fruit to illustrate the types of eaten by the Ancient Greeks. Pupils in Year 6 knew they could use CD ROMs and the Internet to supplement their classroom resources.

164. History has a good profile in the school and pupils make many gains in their knowledge and appreciation of important key dates, events and characters in history. Some of their research skills are insufficiently developed and practised. Much of their finished work in books and on general display, centres on restating historical knowledge, rather than on their ability to organise and communicate their findings in different ways. A minority of pupils knows how to use a range of different source material to help discover the past. Throughout the school, pupils show interest in their history lessons. They are usually keen and well behaved and a majority shows pride in finished work.

165. The quality of teaching is satisfactory at both key stages. Teachers' subject knowledge is generally secure. The lessons observed were well planned. A satisfactory range of resources is provided and a variety of methods of recording used. Teachers provide good opportunities for pupils to use their literacy skills. However, insufficient opportunities are provided for pupils to conduct independent research in most classes. Day-to-day assessment is not used sufficiently to inform

teachers' planning.

166. The policy and scheme of work in history have recently been reviewed and revised. They provide teachers with clear guidance on the areas of study and what is to be learnt by the pupils. Insufficient emphasis is placed on the systematic development of skills of enquiry as pupils' progress through the school. Pupils' work in history contributes to their record of achievement, but this is not annotated to illustrate which learning targets have been achieved. The quality of management is satisfactory overall. The co-ordinator has not yet had opportunity to monitor quality and standards in other classes or the implementation of the new scheme of work.

166.

Music

167. At both key stages, all pupils, including any with special educational needs, make good progress overall. Since the last inspection, the school has continued to base its provision on the role of a specialist teacher and this has helped to maintain good standards in the subject. General standards at both key stages are above those expected for the age of the pupils.

168. At Key Stage 1, pupils sing well both in unison and simple rounds, remembering the words of songs, such as 'Land of the Silver Birch'. They identify and name percussion instruments such as tambours and tambourines and, with help, can copy a simple rhythm on them. They demonstrate increasing knowledge of some of the elementary features of music, such as rhythm and pitch, and can clap long and short sounds, and sing high and low notes. Pupils make good progress as a result of high expectations and good, structured teaching.

169. At Key Stage 2, attainment in music is good. Pupils sing tunefully with confidence and accuracy in assemblies and lessons. They are encouraged to warm up with breathing exercises before singing songs such as, 'Don't Let Life Get You Down'. They can control the sounds of their voices using pitch and tempo. Pupils identify crotchets, minims and semibreves and experimented with them on keyboards. They work on notation and compose their own melodies and try out ideas. Pupils are given opportunities to perform their own composition and to evaluate their own and others' performance at the end of the lesson. They make good progress due to the teacher's specialist knowledge and effective teaching. Opportunities are also provided for pupils to listen to and appreciate music in assembly time. Pupils with special needs are well supported by classroom learning assistants and make the same progress as other pupils.

170. Pupils clearly enjoy their music making. They behave well and are very attentive during lessons. They join in enthusiastically and try hard to meet the teacher's high expectations. Pupils are eager to perform, listen well and appreciate the efforts of others.

171. The quality of teaching is consistently good. A specialist, who is very knowledgeable and confident, carries out teaching at both key stages. He provides very interesting and varied activities, which involve and motivate all pupils. A settling time at the beginning of a Year 2 lesson was achieved by skilful choice of quiet, restful music played on the piano. Planning, methods and organisation are all good and there is some evidence of evaluation of the previous lesson to inform planning.

172. There is a good policy and scheme of work for music to ensure continuity and progression of learning. The co-ordinator's role is effective and he has co-written the local authority guidelines on teaching music, which are now used in this and a number of area schools. A portfolio for music

has been established and standards are monitored against national expectations and feedback from the local secondary school. Resources for music are much improved since the last inspection and the additional provision has enriched pupils' experiences and raised levels of progress. For example, seventeen keyboards and a good selection of tuned and untuned percussion instruments are carefully stored, easily accessed and well used by the pupils. As further enrichment, all pupils take part in Christmas productions and visiting musicians play to class groups and assemblies from time to time. The Russian Circus has provided a day's workshop in music making for pupils. A peripatetic music teacher provides violin and woodwind lessons for some pupils which increases their achievements still further.

172. Physical education

173. At both key stages, pupils make satisfactory progress and standards are broadly at the level expected for the age of the pupils. During the week of the inspection the main focus of lessons was on gymnastics and games. Teachers' plans, however, indicate that all aspects of the subject are taught during the course of the year, including swimming. Currently Year 4 is targeted for swimming and much of the provision is part funded by the local authority. It was not possible to observe any swimming lessons during the inspection as these are only held during the summer term. From discussion with older pupils and the co-ordinator for physical education, standards in swimming appear good and most pupils leave the school being able to swim at least 25 metres. Standards in physical education have remained about the same since the previous inspection.
174. At Key Stage 1, pupils run, hop, jump and skip appropriately. They use a "magic spot" to work in and around and jump into and move around hoops in a variety of interesting ways. Their spatial awareness is satisfactory and pupils maintain a circle shape while moving. They confidently jump, wriggle and bounce with controlled movements and clap and move rhythmically. Their progress is satisfactory and teachers' careful questioning helps pupils to offer ideas for improving their performance.
175. At Key Stage 2, only games lessons were observed. Pupils performed safely with equipment in a carousel of activities including hockey, basketball, running and football. Pupils practise basketball skills and shoot with reasonable accuracy. Most show correct technique when dribbling a ball into the goal in football. Others use a hockey stick to guide a ball between posts, while a final group show satisfactory awareness of the impact of activity on the heart and pulse rate during cross country running. Pupils work hard and effective teaching means skills are well consolidated before new techniques get underway.
176. Pupils respond well and work with enjoyment at both Key Stages. They enjoy challenges, and, during games, were very competitive while still being fully responsive to the teacher's instructions. Pupils are self-controlled, well behaved and show good social interaction during group work.
177. Teaching is satisfactory at both key stages. Teachers plan well and introduce appropriate targets, that ensure at least satisfactory progress. The pleasant and supportive manner of teachers encourages pupils to achieve their own personal best. Teachers manage pupils consistently well and involve all pupils fully. Where teaching is good, all elements of the programme of study are incorporated into the lesson.
178. There is a detailed physical education policy with clear guidelines for teaching strategies, safety measures and procedures. The long and medium term planning is sound. The co-ordinator's contribution to the subject is satisfactory. A simple assessment record of pupils' skills in the form of tick sheets is kept. Resources are carefully and tidily stored and effective use is made of these to

help improve pupils' skills. A limited amount of extra-curricular activities restricts the opportunities pupils have to develop and extend skills they learn in lessons.

178. **PART C: INSPECTION DATA**

178. **SUMMARY OF INSPECTION EVIDENCE**

The inspection was conducted by five inspectors who were allocated a total of 19 inspector days, during which:

- Sixty-nine lessons or parts of lessons were observed. A total of 37 hours was spent in this main activity;
- Discussions were held with pupils, the staff, governors, parents and visitors to the school;
- A sample of some 24 individual pupils was heard reading;
- Various registration sessions were attended;
- Various assemblies were attended;
- Parts of any after-school activities were observed;
- Pupils were observed at play and in the dining room;
- Samples of work from pupils in all classes and subjects were inspected;
- A range of school documents, including the previous inspection report, the School Development Plan, schemes of work and teachers' plans were examined;
- Attendance registers, the records kept on pupils and their reports were examined;
- 8 parents attended a pre-inspection meeting, and their views were sought;
- Parents completed 56 questionnaires out of 185 distributed and their views were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	238	5	31	12
Nursery Unit	39	3	3	0

Teachers and classes

Qualified teachers (YR-Y6)

Total number of qualified teachers (full-time equivalent):	10.50
Number of pupils per qualified teacher:	31

Education support staff (YR - Y6)

Total number of education support staff:	8
Total aggregate hours worked each week:	139

Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	39

Education support staff (Nursery unit)

Total number of education support staff:	4
Total aggregate hours worked each week:	115

Average class size:	29.8
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Financial data

Financial year:	1998/99
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	£
Total Income	465277
Total Expenditure	476357
Expenditure per pupil	1512
Balance brought forward from previous year	27997
Balance carried forward to next year	16917

PARENTAL SURVEY

Number of questionnaires sent out:
Number of questionnaires returned:

185
56

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37.5	53.6	7.1	1.8	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48.2	43.4	7.1	0	3.6
The school handles complaints from parents well	21.4	47.4	21.4	7.1	1.8
The school gives me a clear understanding of what is taught	41.0	44.6	8.9	5.4	0
The school keeps me well informed about my child(ren)'s progress	32	49.1	3.8	7.5	7.5
The school enables my child(ren) to achieve a good standard of work	39.3	44.6	8.9	3.6	3.6
The school encourages children to get involved in more than just their daily lessons	18.9	49	13.2	13.2	5.7
I am satisfied with the work that my child(ren) is/are expected to do at home	26.8	53.6	8.9	10.7	0
The school's values and attitudes have a positive effect on my child(ren)	48.1	40.7	3.7	5.6	1.9
The school achieves high standards of good behaviour	41.8	47.3	3.6	1.8	5.5
My child(ren) like(s) school	55.4	32.1	5.4	5.4	1.8