

# INSPECTION REPORT

## **CLEEVE PRIMARY SCHOOL**

Bransholme, Kingston upon Hull

LEA area: City of Kingston upon Hull

Unique reference number: 117898

Headteacher: Mr S R Graham

Reporting inspector: Mrs K Tickell  
17218

Dates of inspection: 6 - 9 March 2000

Inspection number: 189229

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Wawne Road Bransholme Kingston upon Hull
Postcode:	HU7 4JH
Telephone number:	01482 825279
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P Brockwell
Date of previous inspection:	23 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Kathleen Tickell	Registered inspector	Art	What sort of school is it?
		Music	How well is the school led and managed?
			What should the school do to improve further?
			Other specified features - school data and indicators
Eva Mills	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
			Equal opportunities
David Bone	Team inspector	Religious education	How high are standards - The school's results and pupils' achievements
		History	How well are pupils taught?
Diane Grant	Team inspector	Mathematics / numeracy	How good are the curricular and other opportunities offered to pupils?
		Physical education	
John Lewis	Team inspector	Information technology	
		Science	
		Design and technology	
Trish McDonnell	Team inspector	English / literacy	Special educational needs
Ann Evans	Team inspector	Geography	How high are standards - Pupils' attitudes, values and personal development
		Early Years	

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cleeve Primary School has 311 pupils on roll, 163 boys and 148 girls. In the nursery 35 boys and 17 girls attend – the equivalent of 26 full-time places. The school is larger than the average primary school.

The school is situated on the northern outskirts of Kingston-upon-Hull and is part of the Bransholme Area Education Action Zone. The school serves a community in what is reputed to be the largest council-housing estate in Europe.

Pupils' attainment on entry is very low. The percentage of pupils known to be eligible for free school meals (54 per cent) is well above the national average. Almost all the children attending the school are white. Only one pupil speaks English as an additional language.

The school admits children into the reception class three times a year. Pupil mobility is relatively high with significant numbers of children being admitted to the school throughout each key stage.

The percentage of pupils identified as having special educational needs, including Statements, is well above the national average (50 per cent). The percentage of pupils with Statements of Special Educational Needs (1.4 per cent) is broadly in line with the national average.

The school aims to help all pupils achieve their full potential through high but realistic expectations and to focus on the continual need for raising attainment.

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

Cleeve Primary School provides a very supportive environment for learning. It is successful in helping its pupils acquire very positive attitudes to their work and good behaviour. It enables its pupils to make good progress from the time they start in the nursery and reception classes. It is particularly effective in supporting the large number of pupils with special educational needs. Standards for 11-year-olds are below average in English and mathematics but are broadly in line with the average for science. There is a trend of improving standards in the core subjects which reflects the high quality of the teaching in the school. The school is well led by the headteacher who, supported by staff with key management responsibilities, has been successful in significantly raising the quality of teaching since the previous inspection and in establishing a good team ethos. Overall the school provides satisfactory value for money.

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

- the teaching of literacy and numeracy is of high quality
- teachers plan effectively, manage pupils well and establish discipline firmly but unobtrusively
- pupils with special educational needs make clear gains in learning and good progress as a result of high quality teaching
- the school makes very good provision for pupils' social development
- it provides very good personal support and guidance for pupils and staff work hard to ensure their welfare
- the headteacher provides effective leadership and is well supported by staff with key management responsibilities
- there is a shared commitment on the part of the governing body, headteacher and staff to continuous improvement
- pupils' behaviour is very good and they have very positive attitudes towards their learning

### What could be improved

- attainment in English, mathematics and information technology at both key stages and geography at the end of Key Stage 2
- pupils' attendance
- the involvement of parents in their children's learning at school and at home
- governors' role in monitoring and evaluating the work of the school and in shaping its direction
- pupils' understanding of other cultures and multi-cultural issues
- the role of the curriculum co-ordinators in monitoring and evaluating standards in the foundation subjects in order to effect improvements
- the consistency with which the marking policy is implemented and the use of more focused assessment procedures to pinpoint and tackle the needs of more able pupils

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

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

The school was inspected in September 1996. Since then there has been a major improvement in the overall quality of teaching. At the time of the last inspection 36 per cent of teaching in Key Stage 1 was unsatisfactory. Now, throughout the whole school, there is a high percentage (53 per cent) of very good and excellent teaching and only one lesson was seen in which teaching was unsatisfactory.

The school has also moved ahead in the steps it has taken to make more effective use of staff expertise in mathematics and English, but these measures should now be extended on a planned basis to monitor standards in other subjects of the curriculum.

Curriculum time at the beginning of the school day is now used in a very focused way with a clear learning objective for the short first session and this results in good use of time to promote pupils' learning. However, the school is not yet meeting the recommended time allocation for the curriculum at Key Stage 2 though this is due to be implemented in September.

The school has also made significant progress in extending the resources available for information and communication technology (ICT) and in arranging staff training for this subject.

The headteacher and staff have improved and extended measures to tackle the problem of children who arrive late but this remains an issue which needs continued vigilance.

The school has improved its use of assessment procedures to track pupils' progress over time in the core subjects but further work remains to be done on guiding staff about assessment procedures in the foundation subjects and also on pinpointing the needs of the more able pupils. Overall the school has made good progress in tackling the key issues for action highlighted in the last inspection.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	E
mathematics	E	D	E	E
science	C	C	D	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E



Attainment in English in 1999 was well below the national average at the end of Key Stage 2 and also well below the average of schools with a similar percentage of pupils taking free school meals. It is clear from analysis of information that last year's results dipped because of two specific factors: (i) an unusually high proportion (61 per cent) of pupils in that cohort were on the register of special educational needs; (ii) 41 per cent of pupils joined this class during the last two years of the key stage – many of whom already had low attainment as a result of the lack of continuity in their learning. The trend of improvement in pupils' attainment over the last four years is broadly in line with the national trend.

There is a clear trend of improvement in pupils' attainment in mathematics and science over the three years 1996-1998 with pupils' attainment in mathematics reaching just below national averages and attainment in science being in line with the national average. Attainment dipped in 1999 for the same reasons as those outlined for English above.

The school has set targets for English and mathematics up to 2002. The targets for the coming year, whilst low in relation to national averages, are appropriately challenging in view of pupils' current levels of attainment.

Whilst the standards observed during the inspection in English and mathematics remain below the national expectations for 11-year-olds, assessment information shows that pupils are making good progress against their prior attainment and the trend of improvement in standards set before last year's dip is due to be re-established. Standards in science are in line with the national expectation and pupils are making good progress.

Whilst there is clearly room for further improvement in the standards that pupils achieve, it must be recognised that pupils are making good progress throughout the school from a very low level of attainment when they enter the reception class. There is very good support for the large number of pupils with special educational needs and, as a result, these pupils are making good progress – particularly with literacy skills.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have good attitudes towards school. They enjoy their learning and are enthusiastic and well motivated.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and this ensures they learn effectively. They move around the school in an orderly manner. At playtimes and lunchtimes pupils get on well together and there are few incidents of any sort.
Personal development and relationships	Relationships throughout the school are very good. Staff and pupils show respect to each other. Pupils appear confident and happy.
Attendance	Attendance rates are below those achieved nationally and are unsatisfactory. A minority of parents do not work satisfactorily in partnership with the school to ensure their children arrive at school promptly and, in cases of absence, to inform the school of the reason.

## TEACHING AND LEARNING

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

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

The quality of teaching is a major strength of the school. It is significantly better than at the time of the previous inspection. There is a high proportion of very good and excellent teaching with the quality of teaching of literacy and numeracy being a particular strength along with the provision for pupils with special educational needs. Staff and pupils have good working relationships based upon mutual respect. Teaching objectives are clear and lessons are well planned. Classroom assistants make a very positive contribution to the quality of support offered to pupils. A relative weakness is in the consistency of provision for the more able pupils and in the opportunities for pupils to apply skills in information technology to the rest of the curriculum. Currently more able pupils have too few opportunities to decide for themselves on lines of enquiry or problems to be solved and broaden their own learning.

Overall 99 per cent of the teaching seen was satisfactory or better and of this 29 per cent was good and 53 per cent was very good or excellent.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum with a particular emphasis on literacy and numeracy. The increased time given to literacy and numeracy has had an adverse effect on the balance of the rest of the curriculum. As a result, there is insufficient emphasis on developing skills progressively in some of the foundation subjects such as physical education and geography. There is also insufficient emphasis placed upon the application of skills in information technology in other subjects.
Provision for pupils with special educational needs	The leadership, teaching and general support for pupils with special educational needs is very good and this results in good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, social, spiritual and moral development is effective and is rooted in an emphasis on increasing pupils' self-esteem. The school makes satisfactory provision for pupils' cultural development though it needs to develop a more effective approach to multi-cultural education.
How well the school cares for its pupils	The dedication of staff in their concern for the welfare of pupils is a strength of the school. The quality of pastoral care in the school is very good with both teaching and support staff well aware of pupils' needs and personal circumstances.

The school places a very high priority in working in partnership with parents and in fostering good relationships. As a result, parents are respectful of the school and many are becoming more involved in its work and in supporting their children's learning at home. However, a minority of parents do not ensure their children get to school punctually or support the school's measures to promote good attendance and, as a result, this has a negative effect upon their children's learning. The partnership with parents is not fully supported by some parents who lack confidence in their ability to support their children's work at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership. He has a clear vision of the future development of the school. He is well supported by the deputy headteacher and key stage co-ordinators who take a key role in managing the changes needed to effect improvement. Senior staff are successful in promoting effective teamwork and a positive ethos.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and have a sound understanding of its strengths and weaknesses. However, they are not fully involved in monitoring and evaluating the targets in the school development plan and are insufficiently involved in shaping the strategic direction of the school.
The school's evaluation of its performance	The school monitors and evaluates pupils' academic performance in the core subjects with regularity and rigour. However, insufficient emphasis is placed upon the assessment and evaluation of pupils' performance in the foundation subjects.
The strategic use of resources	The headteacher and governing body have ensured that resources have been deployed appropriately in tackling a key priority of raising the morale and self-esteem of both staff and pupils through the refurbishment of the internal environment of the school. Currently, procedures for the use and development of resources are not linked firmly enough to clear strategic priorities in the school development plan.

The strengths of leadership and management lie in the high priority placed upon inclusion, reflected in the example set of hard work and commitment to the school community, the promotion of effective partnerships with families, the quality of pastoral care and the provision for pupils with special educational needs. The management of school staff in order to promote effective teamwork and high quality teaching is a further strength as is the improving role of curriculum co-ordination in English, mathematics and science. The weaknesses are in the lack of a clearly defined and effective monitoring and evaluating role for curriculum co-ordinators in the other subjects of the curriculum.

The governing body is improving in the confidence and competence with which it applies best value principles but there is no clear structure in place to enable it to monitor the targets in the school development plan and evaluate the school's performance.

Staff are appropriately qualified and very well deployed. The school accommodation is broadly satisfactory though the ICT suite is too small and there is no central library. Both these aspects are having a negative effect upon pupils' capacity for personal study. Resources are generally satisfactory with the exception of music, art and design and technology. There are also some limitations in the range of software available in order to apply ICT to other subjects.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like coming to school.</li><li>• The school expects children to work hard and achieve their best.</li><li>• Staff are approachable and parents feel they are listened to if they have questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• They would like to see more attention given to providing children with the right amount of homework.</li><li>• Parents expressed some concern over supervision at lunchtimes.</li></ul>

Evidence from the inspection strongly supports parents' positive views of the school. There was no evidence during the inspection of any lack of quality in lunchtime supervision. The school is working hard to ensure that the expectations about homework are clear and the right amount is given.

## **PART B: COMMENTARY**

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

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

1. At the time of the last inspection, standards at the end of both key stages in English, mathematics and science were well below the national averages and at Key Stage 1 particularly girls were out-performing boys. Since 1996 attainment in reading and writing at Key Stage 1 has shown an improving trend. In mathematics there has also been a gradual upward trend overall. In Key Stage 2 the trend in the school's average National Curriculum points score for all core subjects based on figures for the last four years was broadly in line with the national trend.

2. Inspection findings show that attainment in English and mathematics remains below the national expectations at the end of both key stages and that science is broadly in line with national expectations at the end of both key stages.

#### *Pupils under five*

3. Children enter the reception class with levels of attainment which are below national expectations in all areas of learning. Evidence from lessons shows that about one third of pupils are attaining close to the national expectations in mathematics and in personal and social development in the nursery. For example, in one session children made pancakes. They demonstrated good social skills, interacting positively with each other and adults. They showed high levels of concentration. In an outside play session the children shared apparatus fairly. They played well together, waited their turn, and talked confidently about what they were doing and what they liked about it.

#### *English*

4. The results of the 1999 Key Stage 1 national tests show the percentage of pupils attaining the levels expected for seven-year-olds was very low in comparison with the national average in reading, and in writing it was well below. The percentage of pupils achieving the higher Level 3 was below the national average for reading and writing. When the results are compared to those of pupils from similar schools, the percentage of pupils attaining the expected levels in reading and writing is well below. The number of pupils attaining higher than expected levels in reading is below, and in writing it is broadly in line with the average for similar schools. The trend over four years to 1999 shows that the standards in reading and writing are improving but as yet do not match national standards. The judgement made during the inspection is that attainment in reading and writing is below the national expectation.

5. In the 1999 Key Stage 2 tests, the percentage of pupils achieving the National Curriculum expectations in English was very low compared with the national average and well below that of similar schools. Trends over the period from 1996 show large gains in attainment until 1999 when there was a marked drop in attainment levels. This was the result of two key factors. First, 61 per cent of the pupils in that cohort were on the school's register for special education needs (29 per cent at Stage 3 and seven Statemented pupils). Second, 17 pupils joined the cohort from other schools between Years 4 and 6. Value-added data supplied by the school at the time of the inspection shows the real gains made by pupils who were in the school throughout Key Stage 2. Inspection findings show that attainment in English is below national expectations - for example, as highlighted by the wide range of attainment in reading. There are no significant differences in attainment between boys and girls.

6. Pupils make good progress against prior attainment in both key stages. Satisfactory gains are made by more able pupils. Progress in lessons is good and pupils with special educational needs make very good progress. The positive gains pupils make are a direct result of the high standards of teaching they receive and the very good attitudes and behaviour exhibited by the pupils.

## *Mathematics*

7. In the 1999 Key Stage 1 national tests in mathematics, the percentage of pupils attaining the level expected for seven-year-olds was very low in comparison with the national average. Compared to schools in similar contexts the number achieving Level 2 or above in mathematics is very low. Standards have risen gradually towards the national average from 1996 to 1999 with a slight decline in 1999.

8. Results in the 1999 Key Stage 2 national tests in mathematics show the number of pupils achieving national expectations was very low in comparison with the national average and well below when compared with the performance of pupils from similar schools. The number of pupils attaining at the higher level was well below the national average and the average for similar schools. Over the three year period from 1996 to 1998 there was a significant improvement in standards to just below national averages. In 1999 there was a decline in standards. This was the result of the same circumstances which affected the profile of attainment in English in 1999 national tests. Inspection findings based upon the scrutiny of pupils' work as well as lesson observations show that mathematics at both key stages is below national expectations, although pupils achieve well in view of their prior attainment. In both key stages pupils, including those with special education needs, are making good progress overall. More able pupils make satisfactory progress.

## *Science*

9. In the 1999 Key Stage 1 teacher assessments for science, results were well below the national average and the average for similar schools. The number of pupils achieving Level 3 is below the national average and broadly in line with the average for similar schools. Judgements made during the inspection show that standards are in line with national expectations.

10. In the 1999 Key Stage 2 national assessment tests for science, pupils' overall attainment was just below the national average and well below for those achieving Level 3. Set against similar schools pupils' results were above average though fewer pupils achieved at the higher levels. Standards improved significantly from 1996 to 1997 and have remained very close to the national average from 1997 to 1999. Findings from the inspection indicate that pupils at both key stages are making good progress and that attainment is in line with national expectations. One major factor contributing to this is the strong emphasis placed on pupils gaining scientific knowledge. Pupils are able to record appropriately following observational work or testing.

## *Other subjects*

11. Standards are below the national expectation in most aspects of information technology for both key stages. Data handling in Key Stage 2 shows higher attainment. In Key Stage 1 there are examples of standards being in line with national expectations in word processing - for example, when re-drafting and writing poems. Keyboard skills are well below average in both key stages and control is a weakness.

12. In religious education the standards achieved by pupils in both key stages are in line with the expectations of the locally agreed syllabus. Pupils develop sound knowledge and understanding of different faiths, understand the importance of festivals and can explain the significance of stories from the bible such as the Good Samaritan.

13. In the foundation subjects of history, art and design and technology, attainment is in line with national expectations at the end of both key stages. In geography, attainment is in line at the end of Key Stage 1 and below national expectations at the end of Key Stage 2. There was very limited evidence with which to make a judgement about pupils' attainment and progress at the end of both key stages in PE and music. In music there are indications of improving standards, though from the evidence available these remain below the national expectation at the end of both key stages.

14. Pupils make satisfactory progress in relation to their prior attainment over the course of both key stages in history and art and in design and technology and geography at Key Stage 1. In geography and design and technology at Key Stage 2 and information technology at both key stages pupils make slower progress and their levels of achievement are unsatisfactory. In the majority of

lessons across the curriculum, however, pupils are making good progress. This is a direct result of the high proportion of good or very good teaching they receive. The rate and consistency of pupils' progress over the key stage in the foundation subjects is patchy because of the limitations of the assessment procedures.

15. Targets for English and mathematics have been set each year up to and including the year 2002. These provide appropriate challenge for the school. The school is making good progress towards the targets set for Year 6 for the current year. Pupils with special educational needs make good and often very good progress and achieve the targets within their individual education plans. Progress of higher attaining pupils is satisfactory though there is room for further challenge for this group of pupils.

#### *Attendance*

16. Attendance rates at the school are below those achieved nationally and are at present unsatisfactory. The school works well to encourage good attendance with awards presented during assemblies. As a result of these efforts, figures for the present academic year show a significant improvement. Rates of unauthorised absence are higher than national averages.

17. Although the vast majority of pupils arrive in school on time and lessons begin promptly, there are some persistent latecomers.

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

18. This is a strength of the school. Pupils enjoy school and engage positively in a wide range of activities. They are enthusiastic and well motivated in the vast majority of lessons. The quality of pupils' responses is directly related to the quality of teaching in the school. In a history lesson in Year 5 they were excited to learn about democracy in ancient Greece and in science lessons they showed real enthusiasm in investigative activities. In a music lesson in Year 5 they had fun and enjoyed learning, exploring the sounds which they could make with their mouths. Pupils concentrate well, respond positively to the teacher and work hard at the activities which have been given to them. They are proud of their work and their achievements. Pupils with special educational needs show interest and are engaged in learning through good support from staff. Pupils are attentive in lessons and show respect for the teacher and for each other. They ask appropriate questions and respond in a sensible way. In a Year 3/4 class circle time all pupils sat round with their class teacher and shared important issues together. They listened sensitively to one another and helped each other to feel good by saying two things which they liked about the person sitting next to them. Pupils are courteous, polite and helpful. They open doors, are eager to help and spontaneously offer visitors help and advice. The Year 6 pupils are particularly helpful, giving directions, answering questions and looking after the younger pupils in the school. Pupils are proud of the school and want to look after the grounds and buildings. They have helped to paint the buildings. They participate in litter patrols and take responsibility for tidying around the school. Members of the environment group have developed and tidied up the courtyard areas this term. Pupils show respect for property, handle books and equipment with care and show appropriate respect for precious objects such as the old toys in the Year 1 class museum.

19. Pupils behaved very well in the vast majority of lessons observed and this ensures that they learn effectively. However, in a small number of lessons, where teaching was satisfactory and control slightly less effective, pupils were more noisy during the main part of the lesson and became restless towards the end of the session. At playtimes and lunch times pupils get on well together and there are few incidents of any sort. They enter and leave classrooms in an orderly manner, walk about the school quietly and file into assembly without any noise or fuss. There are very good relationships between staff and pupils and between pupils. There are very good relationships between the genders. Boys and girls work effectively together. In Year 6 in PE they carried out paired activities together, in the Year 3/4 class pupils worked together in pairs in a mathematics lesson designing their own symmetrical patterns, and in Year 5 they worked together using graphic scores to perform a short musical sequence. Pupils respond well to the opportunities which they are given to show initiative and take responsibility. However, the school should now extend the range of opportunities offered.

## HOW WELL ARE PUPILS TAUGHT?

### *Overview*

20. The quality of teaching is a major strength of the school. It makes a very positive impact on pupils' progress against prior attainment and upon their attitudes and behaviour. Standards in teaching have improved since the last inspection, particularly in Key Stage 1. Overall teaching is satisfactory or better in 99 per cent of lessons and in 53 per cent it is very good or excellent. In both key stages teaching in English is very good, in mathematics it is good overall and sometimes very good, and in science it is good overall.

### *Features of teaching*

21. The staff and pupils enjoy very positive working relationships throughout the school and staff work hard to ensure that the learning environment is stimulating and that pupils' work is celebrated. They are very well organised and use time and resources effectively.

22. Overall the teaching of children who are under five is good with 40 per cent of teaching seen being very good. Teaching is well planned and tasks are well structured with clear learning objectives. Routines are well established and teachers set clear expectations. Classrooms are well organised and both children and time are managed effectively and efficiently. Activities generally match children's needs and teachers use effective questioning to encourage children to check their understanding. Staff and children enjoy very good relationships. Adults are well deployed and good support is given to children with special educational needs. However, work does not always take sufficient account of the needs of more able pupils. Resources are adequate and well organised, but many are old and limited in range.

23. The teachers have worked very hard as a team to prepare for and implement the National Literacy and Numeracy Strategies through the literacy hour and daily mathematics lesson. The quality of teaching in these two subjects is a particular strength. In English nearly half of the teaching observed was very good or excellent and in mathematics nearly all was good or very good. In science, fewer lessons were observed but teaching was good or better in more than half of these. A common feature of high quality teaching in these core subjects is very sound subject knowledge. Teachers know the Frameworks for Numeracy and Literacy very well and are fully implementing both strategies. In science, teachers present very good demonstrations and support materials are of a very good quality.

24. Pupils with special educational needs are very well supported by good quality teaching characterised by a reassuring and encouraging approach and the provision of helpful structures to assist their learning. Tasks are often presented in an interesting and varied way to engage their interest and attention. For example, in a lively Year 4 lesson in which all 24 pupils were on the special educational needs register, the teacher enabled children to contribute suggestions for improvements to a piece of writing read out loud by holding up cards with different captions such as "Stop! I can make it better!" In this way the children were able to gain a feeling of the power and joy of making a difference and clearly enjoyed their learning. The teacher made sure children were placed in the best possible position to achieve success.

25. Teachers have very clear expectations of their pupils in terms of work rate and behaviour. In the best lessons teaching is lively and challenging, often inspirational and this motivates pupils to ask more and find out more. Teachers are skilful at varying both the pace of their class teaching and their input during independent or group activities in order to make the greatest impact on pupils' learning. Lessons are well structured with a focused, whole class introduction, a main activity for pupils to deepen their understanding in groups or as individuals and a whole class conclusion to the lesson. During this pupils share work and check their learning. The objectives for lessons are made explicit, both in teachers' very detailed planning and with the pupils at the outset of lessons. Teachers set homework appropriately to reinforce and support learning at school. Support staff are deployed most effectively to help pupils in their learning. Their impact is substantial in ensuring progress and raising standards amongst lower attaining groups and particularly those with special educational needs. Resources are very well organised and well used and class organisation is good. Accommodation is well utilised with teachers taking full advantage of shared areas outside the



classrooms.

26. Teachers manage pupils very effectively. Their clear expectations of behaviour have a most positive impact on pupils' learning by reinforcing understanding that their own hard work contributes greatly to their own learning. There are very good standards of class discipline and pupils listen carefully. Teachers have built, and spend time maintaining, very good working relationships with their pupils. This has a positive effect on learning and helps to nurture and deepen the culture of support and consideration for others which exists throughout the school. Teachers openly celebrate achievement and praise pupils for their efforts – in answering questions, in the work they produce or in how they behave towards each other.

#### *Assessment*

27. During lessons teachers ensure pupils' understanding by good questioning and by moving around the class checking on progress and/or problems with work. However, in most foundation subjects, day-to-day assessment is not used to help teachers select next learning targets for individuals or groups of pupils although good examples exist within the teaching of mathematics, English and science. In English, immediate assessment by teachers is used very effectively alongside pupils' own evaluation of how they are doing. From these processes targets are set for groups and individuals. For the under fives teachers keep accurate records of progress and use this information to plan activities. A useful model of assessment that helped shape planning was observed in a Year 5 science lesson where the teacher involved pupils in concept-mapping to ascertain prior knowledge of healthy living by focusing on key words - for example, "fitness, pulse, protein". Marking is kept up to date but there are inconsistencies in quality both in how it is used and in the amount and tone of what is written in feedback to pupils.

#### *Areas for development*

28. There is a need for the planned and taught curriculum to meet the needs of more able pupils and challenge them with greater consistency. At present, most activities are decided by the teacher who also lays down how they should be done. Pupils have few opportunities to decide for themselves on lines of inquiry or problems to be solved and broaden their own learning. Open-ended, investigative learning experiences should be built into all areas of the curriculum. The use of information and communication technology is limited in its application across the curriculum. Practical and effective uses should be incorporated into the work planned.

#### *In conclusion*

29. Teaching is a strength of the school. There are no major weaknesses. However, the high quality of teaching has not yet been able to compensate fully for the low starting point of many pupils and their attainment in English and mathematics remains below the national expectation. Teachers and support staff work very hard as a team and the quality of teaching is an essential factor within the pupils' very positive attitudes to school and their desire to learn.

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

#### *Curriculum*

30. Two key issues from the last report focused on the use of curriculum time. The first raised concern that the opening session of the day was not being used effectively for teaching and learning. The second pointed out that the total curriculum time made available did not meet the recommendations for Key Stage 2. The curriculum time during the first session is now planned in detail and focuses upon the development of literacy skills. However, the school has not yet tackled the issue of a shortfall on curriculum time in Key Stage 2 though it is scheduled to do so from September 2000. The school now meets the statutory requirements for information technology and religious education, so remedying a key issue from the previous report.

31. The curriculum provision for children under five is good and matches the recommended areas

of learning. The needs of the more able are not being catered for sufficiently well in order to maximise the potential of this group of pupils with the result that they make only satisfactory progress.

32. The school provides a broad based curriculum embracing all subjects of the National Curriculum and religious education. The statutory requirements are met in all subjects. The national initiatives of the literacy hour and the daily mathematics lesson, which underpin the relevant need for the development of core skills, have been implemented well by the school. However, the impact on curriculum time of the two initiatives has had an adverse effect on the balance of the curriculum and this relates to the low standards found in some of the foundation subjects through a lack of appropriate curriculum time. For example, in physical education lessons all pupils receive between 45 minutes and one hour per week, which is insufficient to develop the necessary knowledge, skills and understanding.

33. The lack of strategic planning of curriculum time for foundation subjects is leading to an inequality of access and opportunity. In geography at Key Stage 2 the scheme of work allocates topics on a four-yearly cycle with some terms having no curriculum time for geography which means important connections are missed and geographical skills are not built up progressively.

34. Pupils with special educational needs are very well supported and the school meets the requirements of the code of practice and statutory reporting arrangements. All pupils have equal access and opportunity to the curriculum. The assessment process on entry to school highlights pupils with very poor oracy and literacy skills. Individual education plans for literacy, oracy and numeracy contain appropriate short-term targets linked to suitable strategies. Plans are reviewed regularly.

35. All staff show great care and commitment to providing the same entitlement to learning experiences for pupils with special educational needs. There are very good examples of support staff giving effective help to pupils with special needs in literacy and numeracy.

36. There are detailed policy documents for all subjects. Schemes of work are being adjusted in some areas using government guidelines and this is having a positive impact on the development of these subjects. The consistency of teachers' planning using a whole school format is very good. Teachers plan in detail for the core subjects and have weekly plans covering other areas.

#### *Extra-curricular*

37. The school provides a good range of extra-curricular opportunities including some to support pupils' learning. Booster classes provide additional help for pupils about to take national tests and the Rainbow Club provides materials for pupils to do work at home. Other opportunities include a story club and environmental group. Parents run sporting clubs which include football. These are well supported by pupils. A recorder club meets weekly. All these extra-curricular activities are having a positive impact upon the standards and skill development of those pupils who participate.

#### *Personal, social and health education*

38. Provision for personal, social and health education is good. The school has a well-developed scheme of work for personal, social and health education and this includes sex education and attention to drugs misuse. The scheme allocates topics and activities to year groups and provides teachers with clear guidance about appropriate approaches. Personal, social and health education is timetabled in all classes and has a high priority in the school. In some classes circle time has been introduced and is used effectively to explore difficult and sensitive issues, but it is not yet used throughout the school. The school provides good opportunities through visitors and events such as the visit from the Education Life Centre. The school was awarded the Health Promoting School Award in 1997. During the week of the inspection the school was visited by Firehorse Productions who presented a play about bullying. This was enjoyed by pupils across the school and provided an interesting and unusual way to address a difficult issue and put over the message that no-one deserves to be bullied.

#### *Links with the community*

39. The school has sustained its excellent community links. The premises are used extensively by local groups out of school hours and the school is very much part of the community. Pupils are involved in local projects and recently won a computer in a competition for painting a compound for the local Labour Initiative. Some were involved in design work at Hartland Park. The school is at present working with the School of Architecture on site improvements.

40. Relationships with local secondary schools are good and pupils from Years 5 and 6 make visits to one local school as part of their history and art and design projects. Use is also made of facilities including ICT. Local colleges use the school for teacher training and their representatives report on the positive contribution made by school staff in monitoring students

41. One Educational Action Zone initiative involves parents of pre-school children visiting the school along with their children to develop the children's skills and to show parents what they can do to help. This is a very positive activity but it has not been established long enough to evaluate the impact on the children's learning.

#### *Spiritual, moral, social, cultural development*

42. The provision for pupils' social development is very good. For pupils' spiritual and moral development provision is good and for their cultural development it is satisfactory.

43. The school has developed a positive, caring and calm ethos encouraging behaviour which adheres to a Christian ethos. School presents the pupils with a constant factor in their lives. In assembly music is used appropriately to establish a tranquil atmosphere and pupils develop a sense of awe and wonder when special books are shared with them by the headteacher, teacher and a local Christian Centre visitor. Pupils' work reflects good investigation of different religions and exploration of individual spirituality. For example, in a Year 5 lesson on the family, pupils focus on what it means to be human. Pupils visit local churches and religious centres and have regular visitors from different denominations - for example, a member of the local Hebrew congregation. Pupils are encouraged to think about prayer and have contributed extremely thoughtful ideas and personal prayers to a whole school collection called 'Thoughts About Prayer'.

44. The headteacher, teachers and classroom support assistants act as very positive role models for pupils' moral development. They spend time resolving behaviour issues and act effectively as counsellors with pupils. The principles of right and wrong are taught explicitly - for example, in Year 1 when pupils work on rules which people follow. Aspects of moral development are a focus at whole school level. For example, the visiting theatre group which explored issues of bullying in presentations for Key Stage 1 and Key Stage 2 pupils reinforced messages given by the school most effectively. Circle time is used effectively to explore moral and social issues. For example, in a Year 3/4 class pupils discuss what to say if someone tries to persuade you to do something you do not want to. As part of this, assertiveness strategies are taught.

45. Pupils' behaviour in lessons and around school is very good. Positive self-esteem is being built as a result of the secure and supportive environment and ethos of the school. All staff present a consistent approach to pupils' social development. There is an effective reward system and achievement is openly celebrated.

46. Pupils show they can work together effectively and that they care about each other - for example, in a Year 3/4 literacy hour when pupils support each other in their learning in a kindly way. In a physical education session in Year 6, pupils work well together in pairs valuing each other's contributions.

47. The Year 6 residential visit to Raywell has a strong personal and social element and provides a very positive experience for those pupils. The "help boxes" present a very effective system of identifying problems by pupils being able to voice concerns. The relevant parties are then brought together to discuss and resolve issues with an adult mediator.

48. Pupils develop a strong sense of the school's local culture - for example, through the use of the local area for geographical studies, the Raywell expedition, Top Hill Low and Hornsea. However,

pupils' awareness and understanding of other cultures is less well developed. They lack a global awareness and despite work on different religious beliefs and faiths, pupils do not have an appreciation of multi-cultural issues or knowledge of the different ways of life of other cultures. In art and music pupils are starting to explore aspects of other cultures. For example, they listen to Mongolian music and the range of musical instruments from other parts of the world is increasing. Chinese brush stroke painting extends pupils' experience of art from other cultures.

49. Since the last inspection the school has continued to build on its strengths in provision for moral and social education. Pupils' spiritual development is now much stronger. However, despite some aspects of provision for cultural development being good, the school needs to focus on developing a more effective approach to multi-cultural education.

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

### *Pupils' welfare, health and safety*

50. The dedication of staff in their concern for the welfare of pupils is a strength of the school. The quality of pastoral care is very good with both teaching and support staff well aware of pupils' needs and personal circumstances. There is an emphasis on the development of social skills and this also has a positive effect on learning.

51. Relationships throughout the school are very good. Staff and pupils show respect to each other and an atmosphere of care and consideration permeates the school. Pupils are provided with a secure environment where they are confident and happy.

52. Much work is undertaken in building the self-esteem of pupils with a good example seen during the inspection when Year 6 pupils in circle time were discussing their qualities and what they did well. There are very good systems in place to ensure that pupils have access to support for personal problems. "Help boxes" are used well by pupils to bring to the attention of the school any concerns they may have. A member of staff is responsible for responding to these concerns with the support of the senior management team. The support offered by the school is effective and involves all interested parties, including the parents where necessary. Older pupils are encouraged to take care of younger pupils and several "mediators" monitor playtime activities and report any problems.

53. The school has effective arrangements in place to ensure the safety of children. Safe practices were observed in lessons and pupils were reminded about these during PE when apparatus was used. Although parents are reminded about the provision of indoor footwear regularly, many pupils wear socks with no shoes and this is potentially hazardous. There is good involvement of the governing body in health and safety matters and the site supervisor provides very good support in ensuring that the school environment is safe.

54. Child protection procedures are well defined and effective. Staff with responsibility for child protection issues are experienced and follow local authority guidelines closely. There is good contact with supporting agencies in this matter.

### *Measures to promote attendance and behaviour*

55. Overall attendance rates are monitored on a weekly basis by the headteacher. There are good systems in place for checking the attendance of individual pupils and in cases of poor attendance or unexplained absence there is good support from the educational welfare service. This rigorous monitoring is beginning to have an effect on overall rates. However, although the school has good systems in place to ensure that absence is explained, sometimes parents do not provide an acceptable reason for absence and this is recorded as unauthorised. The school has taken measures to promote punctuality, including "early bird weeks" and these are having a positive effect - though again, the success of the measures depends upon the support of all parents.

56. Teachers have high expectations of good behaviour. There is an effective policy in place with rewards and sanctions clearly defined. In practice sanctions are rarely used and the school encourages and praises good behaviour. Extra support is offered to pupils when they do not stick to the code of conduct and this is monitored well. Incidents of bullying are dealt with effectively and

swiftly. The school's programme of personal and social education gives clear guidance to pupils on the issue of bullying and during inspection the visiting theatre group reinforced that message with a rousing production of "Live to Tell" watched by all pupils.

### *How well are pupils' academic performance and welfare monitored and supported?*

57. A key issue in the last report focused on the need to develop the use of assessment to shape the planning for daily activities, particularly looking at the learning needs of more able pupils and those with special educational needs. Measures have been implemented by the school very effectively, especially in literacy and numeracy, for pupils with special educational needs but less securely for the more able pupils who still are not being challenged sufficiently well to reach higher attainment levels. The previous report commented on the use of insufficiently developed learning objectives to meet the needs of the more able and those with special educational needs. The school has addressed the issue very effectively for pupils with special educational needs by establishing very specific learning objectives shared with pupils, but has not focused sufficiently well on the needs of the more able.

58. Good systems for assessing pupils' performance at the end of a school year or key stage are in place and data is collected and analysed to identify areas of weakness.

59. The school has very detailed procedures in place to track a cohort of pupils using a variety of tests and optional standard assessment tasks especially in the core subjects. Effective practices identify how well pupils are making progress and the achievements of different groups, especially pupils with special educational needs. This identification is followed by good diagnosis of what groups do well and how they might improve. The new assessment policy, the impact of local education authority accreditation for assessment and a whole school approach are having a very positive effect on the use of assessment. The use of statistical analyses of pupils' performance are beginning to guide curricular planning in English and in booster classes where areas of weakness from standard assessment tasks are being used as a basis for planning pupils' work.

60. The school's marking policy is not implemented consistently and in many examples the marking was of poor quality and did not help pupils to make progress. The use of specific group targets in literacy and numeracy is a good strategy for helping pupils achieve well and it is being used successfully by the school.

61. Procedures for assessment are inadequate in the foundation subjects. Judging how well pupils were measuring up to expected levels and identifying next steps would be more effective if the school built up collections of work samples pegged carefully to the various different levels in subjects. The school has constructive plans to enhance the assessment and monitoring process by implementing a scrutiny of pupils' work on a regular basis.

62. There are good procedures for assessing pupils' attainment on entry to reception in order to target pupils of low attainment and to track the progress of all pupils to see whether the school is helping them to progress at a more than average rate in comparison with pupils beginning school with similar achievements. Pupils are assessed in all six areas of learning regularly and consistently. In addition a record of achievement for each pupil provides useful information on his or her wider developments and achievements.

63. The annual pupil report gives clear and detailed information on mathematics and English but the information for the foundation subjects, science and ICT lacks detail and does not make clear what pupils need to do to improve.

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

64. Parents are respectful of the school and value the commitment of staff in the education of their children. The headteacher and his staff have developed very good relationships with parents who find the school welcoming and have no hesitation in approaching teachers to discuss any issues affecting their child, although some parents do not feel confident to help with their child's work. The school works well to encourage parental support and gives good guidance to parents of pupils who are undertaking national tests. There has been an improvement since the last inspection in the provision of home/school reading records although the use of these by parents is inconsistent. Although most parents ensure that they respond to the school's request for good attendance and punctuality, this is still a problem for the school and indicates some lack of parental support.

65. Some parents expressed concern about the amounts of homework given by the school. Differing views about too much or too little homework were equally strongly held. Evidence from the inspection indicates that teachers work hard to give the right amount of work to each year group. Parents also expressed anxiety about supervision at lunchtime. However, during the inspection, supervision at lunchtime was appropriate and there were no incidents of any sort.

66. There is some useful parental help in the classroom with extra-curricular activities and on out-of-school visits. In nursery one parent organises the book loan, and in other classes parents help with reading. The site supervisor, who is also a parent, organises football training sessions for older pupils while another parent does so for the younger ones.

67. The school provides adequate information for parents on day-to-day activities and events. Information on pupils' progress is given in termly consultation evenings and an annual written report. The reports for English and mathematics are very good with details of what children can do and how they can improve. The school's open door policy ensures that any parent who would like to discuss their child's progress has adequate opportunity. During inspection some parents were seen to approach class teachers to update themselves on their child's progress and attitudes to their work. Parents of pupils with special educational needs are involved in the reviews of individual education plans. Targets for improvement are shared with all parents.

68. Information about the school given in the prospectus is insufficient and this document does not meet legal requirements. The governors' annual report to parents is lively, attractive and informative though more detail is required on disabled access.

69. Overall the school works very hard to foster good relationships with parents and involve them in the education of their children. However, because of some parents' lack of confidence in their ability to support their children, their involvement in the work of the school and in supporting their children's learning at home is limited and is therefore not having a significant impact on standards.

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

### *Headteacher and key staff*

70. The headteacher provides very effective leadership. He has a clear vision of the future development of the school and how that will build upon present achievements. At the centre of this vision is the aim for pupils to develop into responsible citizens who have high self-esteem, a pride in their own environment and who achieve the highest standards of which they are capable. There is a shared commitment to these values and through the sensitive but firm steer of the headteacher, members of the school staff are working very hard towards fulfilling their shared vision. The main priority of the headteacher has been to establish the culture of a learning school in an area in which, in the words of one member of the local community, "there is a low achievement culture." He, with the support of the staff, is tackling this by putting a range of strategies in place to lift the image of the neighbourhood by creating a "community school" ethos. The headteacher has encouraged a very good team ethos where people support each other. He has worked hard with families and with many different supporting agencies to create good partnership between the home and the school, believing that the key to raising standards lies in inspiring confidence and trust amongst parents and their children in order to work towards the same set of ideals. Parents clearly have confidence in the head with 95 per cent of all questionnaire responses indicating this fact.

71. The deputy headteacher and the key stage co-ordinators play an important and effective part in managing the changes in order to effect school improvement. As a senior management team they meet frequently to consider the information gained from monitoring processes – such as that provided by the literacy and numeracy co-ordinators or through the regular assessment data collected on pupils' performance. As a result of the monitoring process, the school has implemented a range of strategies which are targeted towards raising pupils' performance. One such strategy is the use of setting – an organisational method where pupils are put into groups based upon their prior ability in a subject. This is proving effective in enabling teachers to match more closely the planned work to pupils' needs and abilities. The leadership and management of provision for pupils with special educational needs is very good. The special educational needs co-ordinator liaises very well with class teachers to ensure the needs of individuals and groups are properly addressed.

72. The school is successfully implementing the literacy and numeracy strategies. Literacy and numeracy co-ordinators have supported teaching staff effectively in introducing the programmes. They have led professional development and monitored planning and teaching. This has resulted in high quality teaching of literacy and numeracy. Subject co-ordinators other than literacy, numeracy and, to a lesser extent, science, have not yet had the opportunity to monitor the teaching of their subject. This together with the reduced time and emphasis for the foundation subjects of the curriculum – as a result of the National Literacy and Numeracy projects – means that co-ordinators do not have sufficient information on standards in their subject throughout the school and so cannot accurately target development activity.

#### *Governing body*

73. The governing body is very supportive of the school and shares the commitment to continual improvement. Governors have a sound understanding of the strengths and weaknesses of the school as a result of regular, detailed and informative reports from the headteacher. The chairman of governors is in school very regularly, almost on a weekly basis, and meets with the headteacher to discuss current issues and plans. Governors linked to literacy and numeracy liaise with the respective co-ordinators in school and have a good understanding of what is involved in the literacy hour and the daily mathematics lesson. The governor who has responsibility for special educational needs is very aware of the school's policy and practice in relation to this aspect and she liaises very effectively with the special needs co-ordinator. There is no clear structure in place, however, to enable governors to monitor the targets in the school development plan and evaluate the school's performance.

74. The systems for financial management are secure and efficient, and expenditure is monitored rigorously. However, the strategies for systematically gathering information about the educational provision and measuring the impact of planning and spending decisions on the quality of pupils' outcomes are not so well defined. Currently, procedures are too informal and not linked firmly enough to clear strategic priority planning within the school development plan or to clear criteria for measuring success.

75. The high surplus budget has been managed appropriately to cover many key matters: the pay restructuring; fair funding (for example, £2,500 was required this year for boiler repairs); funding for the capital building programme for a new library and an extension to the ICT provision; as a supplement to New Deal funding; for integration of classroom support assistants into the full time equivalent pay structure; and in maintaining the deputy headteacher's current role. The local education authority has agreed this planning.

76. In seeking best value, governors are confident and competent when comparing the school's performance against others locally and they are beginning to make good use of analysis of assessment results to target spending. However, they are not yet secure in their understanding or practice in measuring outcomes against expectations and spending decisions. The governors appropriately ask the headteacher and staff to justify their spending on resources but are less efficient in seeking justification for the lack of time given to foundation subjects as this is beginning to have a negative impact on the quality of the curriculum in some subjects. The governing body invites formal tenders for building maintenance and will often adopt a self-help scheme to save money without compromising quality. It has appropriate criteria in place for selecting contractors. Overall, the governing body applies best value principles satisfactorily.

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

77. Teaching staff are well qualified and of sufficient numbers to meet the demands of the National Curriculum. Despite the serious problems encountered in recruiting teachers through a lack of applications, recent appointments have already made quality contributions to the school. Teachers' delegated responsibilities are well matched to their qualifications and expertise. This ensures that pupils make good progress in their work. Subject leaders are often very good teachers of their subject. Teaching staff are supported well in the classroom by a number of classroom assistants. Their contribution to pupils' well-being and progress is very good. Many devote time over and above their contracted hours; this reflects the school's caring and challenging strategy to



improve attainment.

78. The procedures for appraisal are secure. Teachers have professional discussions annually, which they value. Targets for teachers' improvement, development and training are negotiated and agreed during this process. Any training is carefully scheduled to ensure a balance between meeting the needs of individuals and the school's priorities. This has ensured that money is spent wisely on improving quality. For example, the money spent on supply staff, covering training and staff absence has been reduced significantly over the past two years and the teaching of literacy and numeracy has improved. Non-teaching staff, however, do not have a formal appraisal but they do work closely with the class teacher, or a member of the senior management team, to ensure that their professional development needs are considered. For example, classroom assistants have a considerable amount of training from very experienced teachers and senior managers. This enables them to make a very positive contribution to teaching and learning in the classroom. The school is already dealing successfully with the additional demands of performance management in setting targets for improvement in teaching and the deployment of rewards to good teachers and senior managers.

79. The school is now making more effective use of new technologies. The range available to use is still limited but that which the school has is being used well. Much of the office administration and budget management is now computer generated and associated ICT is being used well to help display pupils' work better, to prepare quality publications and to help teachers in the preparation of teaching materials. The school is not yet linked to the Internet and so electronic mailing is not available. The new systems that are in place have made the school more efficient in its day-to-day management. This is a significant improvement since the last inspection.

80. The specific grants made available to the school are effectively used for its delegated purposes. The school supplements the grants from its own delegated budget to ensure that the provision is maintained at the highest level and for the best effect - for example, in additional funding for classroom support assistants to support those pupils with special educational needs.

81. Additional grants for pupils with special educational needs are used effectively, but the governing body is not yet secure in the practice of measuring outcome against expenditure.

82. The accommodation is satisfactory though the ICT suite is too small and this has a negative impact on pupils' achievements. The school is used frequently for out-of-school activities. For example, three football clubs, a Karate class and a Kung Fu class all use the school premises. The school is well maintained, clean and well organised. The library facilities are not conducive to encourage personal study. There is no central library. Strenuous efforts have been made to improve the quality of the school premises. The headteacher and caretaker have made major improvements to the staffroom, office and entrance accommodation, as well as painting and renovating the outside of the school with the help of children and parents. The interior of the building is bright, attractive and welcoming. It is clean and well maintained. High quality displays of children's work around the school not only make the school attractive but also encourage children to take a pride in their work by demonstrating the respect in which it is held by staff. Outside play areas are extensive but a little bland and hardly stimulating. However, plans are in hand to improve the outside environment through a partnership with the community and local council. Pupils and parents have been actively involved in this initiative and look forward to its fruition.

83. The resources to support teaching and pupils' learning are generally adequate, of appropriate quality for most areas of the curriculum and easily accessible. Resources are satisfactory for English, mathematics, science, history, geography, religious education and PE – though there is inadequate storage space for PE apparatus. Resources for IT have been improved since the last inspection though there are still some limitations in software in order to apply ICT to other subjects. Resources for music, design and technology and some aspects of art are inadequate, though the picture is rapidly improving in music. Consumable resources in design and technology are inadequate and need to be improved as this is preventing pupils from working with a wide range of materials and slowing down improvement in attainment as a result. The school does not have a central library facility but it does offer pupils an appropriate range of texts for age and prior attainment. These are situated next to classrooms in shared areas and are well used by pupils. These resources are well supplemented by museum artefacts and other periodicals. Resources for

the under fives are adequate but a little old. The outside toys are limited in range and quality and are in need of replacement.

84. The school is an effective provider of initial teacher training. The programme of induction and support is good. Students have good mentors who provide a wealth of teaching expertise. Students are fully involved in teaching and learning activities and this has a positive impact on pupils' progress in particular in English and mathematics.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

85. The school should now:

- (1) Improve attainment in English, mathematics and IT at both key stages and geography at the end of Key Stage 2 (paragraphs 103, 121, 165, 175) by:
  - ensuring that the needs of the more able pupils are recognised and addressed (43, 115, 127, 181);
  - ensuring that all pupils have more frequent access to IT resources in order to build up skills and apply these in other areas of the curriculum (186);
  - applying the school's marking policy with more consistency (27).
- (2) Ensure that pupils' performance in the foundation subjects is assessed and tracked throughout the school in order to plan the next steps in their learning with more precision (61).
- (3) Extend the role of all curriculum co-ordinators to ensure that they have a responsibility for monitoring and evaluating standards of work and the quality of the curriculum in their subject (72, 191, 199, 210).
- (4) Improve attendance by giving major priority to applying the existing strategies and redoubling efforts to raise parents' awareness of their responsibilities in these areas (16, 55, 64).
- (5) Ensure governors, in partnership with staff, become more involved in monitoring and evaluating the work of the school and in shaping its direction (73).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	65

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	47%	29%	17%	1%	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	285
Number of full-time pupils eligible for free school meals	0	153

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	32	124

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	53
Pupils who left the school other than at the usual time of leaving	55

### Attendance

#### Authorised absence

	%
School data	7.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	3.6
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	22	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	14
	Girls	12	12	12
	Total	26	28	26
Percentage of pupils at NC level 2 or above	School	55 (52)	60 (49)	55 (63)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	18
	Girls	13	14	14
	Total	26	28	32
Percentage of pupils at NC level 2 or above	School	55 (43)	60 (65)	68 (55)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	21	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	4	15
	Girls	12	11	17
	Total	13	15	32
Percentage of pupils at NC level 4 or above	School	32 (45)	37 (47)	78 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	4	15
	Girls	12	12	17
	Total	12	16	32
Percentage of pupils at NC level 4 or above	School	29 (50)	39 (45)	78 (64)
	National	68 (65)	69 (65)	75 (72)

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	284
Any other minority ethnic group	1

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

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

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

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	22
Average class size	25.3

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

Total number of education support staff	11
Total aggregate hours worked per week	270

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/1999
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	£
Total income	604,758
Total expenditure	570,030
Expenditure per pupil	1,702
Balance brought forward from previous year	9,802
Balance carried forward to next year	44,530

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

### **Questionnaire return rate**

Number of questionnaires sent out	337
Number of questionnaires returned	130

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	60	36	1	1	1
Behaviour in the school is good.	54	42	1	1	2
My child gets the right amount of work to do at home.	40	42	16	0	1
The teaching is good.	67	30	1	1	1
I am kept well informed about how my child is getting on.	62	30	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	23	1	1	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	49	42	7	1	1
The school is well led and managed.	64	31	4	1	1
The school is helping my child become mature and responsible.	59	36	4	0	1
The school provides an interesting range of activities outside lessons.	43	31	13	1	13

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

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

#### *Personal and social development*

86. Pupils' attainment in personal and social development is below national expectations. Pupils enter the nursery with poor social skills and make good progress in developing appropriate attitudes to learning and in adapting to school. Pupils are secure about the routines and expectations in both the nursery and the reception class. They come into the classroom quietly, settle quickly and listen attentively to the teacher. Behaviour is very good in the nursery and is usually good in the reception class, though these pupils have less well developed skills of concentration and occasionally become restless and need reminding about expectations. Pupils in the nursery can get out their own equipment and put it away again. They tidy up efficiently and help with clearing away activities and washing up after cooking. They are able to make simple choices such as the topping for their pancake and to select the play activities which they want to get out. Pupils co-operate well and play amicably together, setting out the train set, completing a floor jigsaw, or arranging the animals in the zoo. They play constructively in the sand, in the water and in the café making a Chinese meal. Outside they share resources sensibly and take turns on the apparatus. Pupils settle quickly to chosen activities and staff deploy themselves effectively to engage all the pupils in appropriate worthwhile tasks. Pupils have good relationships with one another and with the staff. Pupils are confident and participate well in whole class activities related to numeracy and literacy holding up their fingers to show the answers to simple addition and subtraction and reading the text of Cinderella with the teacher. They enjoy school and are interested and well motivated by the activities which have been planned for them.

#### *Language and literacy*

87. Pupils' attainment in language and literacy is below national expectations. Pupils enter the nursery with poor language skills and make satisfactory progress in all areas. Classroom routines give pupils confidence to speak. At registration time pupils respond to their names by saying "Good morning" to their teacher. Pupils have good listening skills and respond well to instructions, but their spoken language is not well developed and they have difficulty expressing ideas and in responding to questions from the staff. Pupils try hard to enter into discussions and are eager to join in and answer questions. In the nursery circle time is used effectively to develop speaking and listening skills and in the morning group most pupils, with support from the teacher, could say something about what they had done during the half term holiday. In reception pupils begin to develop a sight vocabulary of the initial words in the reading scheme. Pupils have limited ability to talk about the pictures in their reading books, often responding with one word answers to questions about the story. Some pupils in reception can recognise letters by sound and shape and are beginning to use this knowledge to help them read the initial sound of words. Pupils in reception are beginning to copy write and to form their letters correctly. Many pupils have poor pencil control and are dependent on the teacher to write for them. They need more opportunities and more encouragement to write unaided. A few pupils in reception can write their names, but most need name cards to help them.

#### *Mathematics*

88. Pupils' attainment in mathematics is below national expectations. Pupils enter the nursery with poor understanding of mathematical concepts and limited vocabulary. They make satisfactory progress in all aspects of mathematics especially numeracy. Pupils in the morning nursery class and in reception can recite numbers to ten and some can count beyond with support. They can accurately count small numbers of objects such as animals and spots on dice and dominoes. Most pupils know colours and can recognise and name the four main shapes. Many pupils can recognise the numbers 1-9 and enjoy playing a game to see who can be the first to recognise a number as it appears from behind a book, using clues about its shape to guess which number it is. Pupils respond well to oral maths, holding up their fingers to show the answers to simple addition and subtraction questions. Teachers plan appropriate activities to help pupils acquire mathematical vocabulary. In

reception pupils come out to the front of the class to order socks with spots on and know which sock has more spots and which socks have less and move along the line until all the socks are in the right order. Pupils begin to acquire the vocabulary of size and begin to understand words such as longer and shorter, big and little, narrower and wider. They begin to understand the vocabulary of position such as on, inside, next to and behind. In the nursery pupils participate fully in weighing the ingredients for their pancakes and in reception pupils complete worksheets showing the difference between full and empty.

#### *Knowledge and understanding of the world*

89. Pupils' attainment in knowledge and understanding of the world is below national expectations. Pupils know the days of the week and can describe the weather and choose an appropriate picture for the weather chart. Pupils in reception can sequence events in the day and events in a person's life from being a baby to old age. Pupils have carried out activities related to materials, sorting them into sets such as rough and smooth, natural and man-made. In the nursery pupils make the batter for pancakes and observe and talk about the changes to the ingredients as they are mixed together. Later they can recall what they have done and relate this to the rest of the class. Pupils in reception can sequence the events in a well-known story such as 'Red Riding Hood'. Pupils learn different ways of joining things together using sellotape, staples and paper fasteners to make penguins with feet that move. Pupils use the computer and follow the verbal instructions to change the picture in a simple program. They can use the mouse to control the cursor and move objects around the screen, and in reception pupils have made pictures using a simple paint program.

#### *Physical development*

90. Pupils' attainment in physical development is below national expectations. In the nursery pupils can climb up the climbing frame and along the ladder and down the slide, but they do this slowly and with deliberation. Pupils can propel themselves along on the scooter and can pedal and steer the wheeled toys along the path. They enjoy kicking footballs into the net and throwing them to each other but they have limited co-ordination and control. In a music and movement lesson they jog appropriately to the music and a few can skip on alternate feet. In reception most pupils can change for PE and carry out basic gymnastic activities on the floor and on the apparatus.

91. Pupils have limited skills in using scissors, paintbrushes and pencils, but a few are developing good control and can cut out the shapes to make a pink pig and paint them, assemble and glue them together.

#### *Creative development*

92. Pupils' attainment in creative development is below national expectations. Pupils are introduced to a limited range of materials and are taught the basic skills. Many of the activities are very closely directed by the teacher with little opportunity for pupils to explore materials, to select what they want to use and to influence the end product. Pupils are able to mix paint to make the backgrounds for their winter pictures. They learn to print with a variety of things such as sponges, junk, and strips of card. They have made textured prints using clay blocks into which they have pressed a variety of objects. Pupils in reception have made collage patterns using different materials in shades of the same colour. They draw primroses using pastels and try to identify and match the right colours. Pupils have limited ability to observe and recreate what they can see and few can draw the correct number of petals and leaves. In the nursery pupils have drawn and painted hyacinths and these bear some resemblance in shape and colour. Pupils join in the words and actions of songs on the 'Lively Music' tape. They listen to a piece of music and find words to describe it such as happy, wobbly and fast, and they make a personal response to it by dancing, moving with appropriate rhythm. Pupils enjoy role play in the café in the nursery and in Cinderella's house in reception, acting out different jobs such as ironing, sweeping and washing up.

#### *Teaching*

93. Teaching of under fives is never less than satisfactory, almost always good and sometimes very good. Teachers have well established routines and set clear expectations. Teaching is well planned and tasks are well structured with clear learning objectives. Activities are well chosen, are



interesting and motivating and relevant to the needs of the pupils. In reception the teacher had made a book retelling the story of Cinderella and used this very effectively as a starting point for literacy activities. In the nursery pupils made the batter for pancakes and developed their social skills as they sat down together to eat them. Teachers use effective questioning to make pupils think and to check understanding. They give clear instructions and structure activities with a strong emphasis on the development of basic skills. The classrooms are well organised and staff manage pupils well to ensure that time is used effectively. There are very good relationships between staff and pupils. The quality of teaching results in pupils developing very positive attitudes to their work in all areas of learning.

94. Adults are usually well deployed and pupils with special educational needs are well supported. The staff know the pupils well and use this information to plan appropriate activities. However, activities are often very directed and pupils are given insufficient opportunity to explore, access materials, make choices and develop their own ideas. Sometimes pupils are all given the same activity to do and this does not meet the needs of pupils of different abilities.

95. Resources for the under fives are adequate in quantity, but many are old. Resources are well organised and well deployed and space both indoors and outdoors is well used. The outside area is adequate in size, but limited and could be developed further. There are sufficient outside toys to occupy all the children, but these are limited in range.

96. The curriculum for the under fives is broad and covers all six areas of learning. There is an appropriate emphasis on language and literacy, mathematics and personal and social development, but some lack of balance between the different areas of learning. Teachers assess pupils in all six areas of learning using checklists which are filled in each half term. There are effective procedures in place for assessing pupils on entry to nursery and again on entry to reception and to track pupils' progress over time.

## **ENGLISH**

### *Attainment*

97. Test results over the last three years for pupils at the end of Key Stage 1, when children are seven years of age, have shown a steady improvement.

98. Pupils' attainment in 1999 in the national test for English at the end of Key Stage 1 is well below the national average and when compared to children in similar circumstances.

99. At the end of Key Stage 2 when pupils are aged 11 years, attainment in the tests is well below the national average and when compared to children in similar circumstances.

100. Results at the end of Key Stage 2 dipped in 1999 following a trend of improvement from 1996 to 1998. There are a number of reasons for these poor results and substantial evidence from documentation to support these reasons, one key item being the school's analysis entitled 'Pupil profile entry 1992'. This paper effectively evaluates and tracks the attainment over time of this cohort of pupils from Key Stage 1 and indicates that the majority made clear progress against their prior attainment .

101. The 1999 Year 6 cohort had a significantly higher level of pupils with special educational needs. Sixty-one per cent were on the register of special needs, 39 per cent of these were at Stage 3 or above. The high rate of mobility within this cohort and the poor response by pupils and their parents to the booster classes provided to help pupils reach the national average contributed to the poor results.

102. In addition, the 20 per cent difference in the English target 1999 and the actual results is misleading. An original target was set by the school through a process of careful tracking of pupils' attainment over time and through thorough knowledge of the pupils' ability. The higher target, on which the 20 per cent difference emerges, was set after consultation with the local education authority, but this did not realistically reflect the attainment of this particular cohort of pupils.

103. During the inspection attainment was judged to be below the national average for many pupils. At the end of Key Stages 1 and 2, fewer than half the pupils were achieving in line with national expectation in English. This figure shows the properly challenging target set for pupils for 2000, when 50 per cent are expected to reach the national average in English.

104. The achievement of pupils with special needs is very good. Pupils receive exceptionally good support from specialist teachers and designated support staff. During the inspection boys and girls were achieving equally good results.

#### *Speaking and listening*

105. At the end of Key Stages 1 and 2 pupils listen very well to their teachers and to other pupils. This is a key factor in their learning and is a strength of the school. Many pupils do not speak with confidence or with a developed vocabulary. However, they make great efforts to respond when asked to do so.

#### *Reading*

106. Attainment in reading at the end of both key stages shows the pupils of lower ability making good progress and reading books that are appropriate to their ability. These pupils use some appropriate strategies to read unfamiliar words but are poor in breaking down words into sounds. They have limited ability to discuss books when speaking individually but during class time, when sharing a book with the teacher, they show real enthusiasm for the text, as in a Year 1/2 class reading a humorous version of 'Cinderella'.

107. The average ability pupils at the end of both key stages are able to read accurately appropriate texts. The texts, however, are often not challenging enough to help pupils to reach a higher standard in their reading. They discuss books they have read and can speak about their favourite authors.

#### *Writing*

108. In writing, pupils at the end of Key Stage 1 are writing for a variety of purposes but the written work is not well developed and pupils' poor language skills mean that sentences are often very simple and not well constructed. Many less able pupils have difficulty sequencing their writing. Pupils are using strategies for spelling unfamiliar words and the more able pupils are able to write using appropriate punctuation and their work is grammatically correct.

#### *Progress*

109. In relation to their prior attainment pupils are making good progress in English. The influence of the literacy hour and the way it is taught is contributing to pupils making very good progress in some classes. Writing was identified as an area of weakness in the previous inspection. Many appropriate strategies have been put in place to improve standards but there should now be greater monitoring of these in order to move forward.

110. Throughout the school there are a high number of pupils with learning difficulties. Exceptional provision is made for these pupils, all of whom have specific problems in speaking, reading and writing. They receive well-targeted support and this results in very good progress and full access to the curriculum.

#### *Attitudes to learning*

111. Pupils show great enthusiasm for their learning and it was very evident that they enjoy their work. Concentration levels are very high in the majority of classes. Their ability to listen and concentrate in class during lessons is unusually well developed. In a few classes in Key Stage 1 pupils work less well when not supervised by an adult.

112. The pupils are confident and happy. The setting of classes allows pupils to feel special within their own ability group. In a Year 5/6 lower ability class pupils were very proud of the excellent story books they had written, illustrated and presented at a whole school assembly.

113. Pupils are caring of others and often support each other. They are developing skills of self-evaluation and the ability to evaluate the work of others. In one class when a teacher asked a question and the pupil did not answer correctly, another pupil immediately said: "You haven't been listening".

#### *Assessment*

114. The school is setting whole class literacy targets and these are displayed for parents and others to see. Group or individual targets are also used. At present not all pupils are sufficiently familiar with these targets and, therefore, this positive strategy is not having the impact it could have on pupils' learning.

115. The summative assessment systems in place throughout the school are having a very positive impact on raising standards of achievement for the majority of pupils. The area of weakness is for the more able pupils, who should now have more challenging targets set using the data available. Very skilful teacher assessment using questions to gauge understanding is a significant factor in developing pupils' learning.

#### *Broader aspects*

116. There is a good scheme of work for English in place. Pupils are set according to ability and this is having a positive impact on raising standards. The broader English curriculum should be improved to enhance pupils' speaking and listening and the school should evaluate the time given to extended writing and judge whether or not the outcomes and the quality of completed written work make the time taken on their work justifiable.

117. Pupils are given opportunities to practise their literacy skills in other areas of the curriculum but this is an area that could be reviewed and developed, so that pupils have a greater sense of purpose for their writing.

#### *Teaching*

118. The very high standard of teaching has a most positive impact on the learning and attainment of pupils, including those with special needs. Teachers fully implement the literacy hour. They have very good knowledge of the contents of the strategy and use imaginative and enjoyable activities to teach. Teaching during the whole class time of the literacy hour is consistently high. However, in a minority of classes the independent activities do not reach the same high standard - for example, when work sheets are used which are not having any impact on children's understanding or improving their attainment in writing. In many classes, classroom support staff are successfully working with pupils, this good practice should now be further developed throughout the school. In Key Stage 2 the independent group work based on the lesson objectives from the whole class time was consistently good. In some lessons seen the excellent tasks carefully matched to pupils' different stages in understanding mean that pupils are very well supported in their learning and therefore make good progress in their learning. This was so in a Year 6 lesson when the teacher was developing pupils' knowledge of the key features of persuasive writing.

119. Teachers have a very thorough understanding of their pupils' ability. Pupils with individual education plans are closely monitored and the targets set are well matched to their individual needs.

#### *Resources*

120. The school has adequate resources for literacy. The library is not yet supporting pupils' reading development effectively. The subject is led by an exceptionally enthusiastic co-ordinator. In the short time the co-ordinator has been in school, she has undertaken a thorough review from which a number of issues arose. All of these are now being tackled. The co-ordinator provides an excellent example of good practice and is fully committed to the raising of achievement in English for all pupils.

## **MATHEMATICS**

## *Attainment*

121. Pupils' attainment in mathematics is below national expectations at the end of both key stages. The results for 1999 in national tasks and tests showed pupils' attainment at seven to be very low in comparison with the national averages, and well below average for like schools. Pupils' attainment at 11 was very low in comparison with the national average and well below the average for similar schools. Though the average National Curriculum scores achieved by the school showed a steady improvement since 1996 there was a major dip in performance in 1999 largely as a result of 61 per cent of the cohort being on the school's register of special educational needs and a high percentage of pupil movement over the Key Stage 2 period. Evidence from documentation, observation of lessons, scrutiny of pupils' work and discussions with pupils from Years 2 and 6 confirms that pupils' attainment overall is below national expectations. There are indicators that a higher percentage of pupils in Year 6 are in line with national expectations and there is a very small group of pupils who are already achieving above national expectations. The school target for pupils achieving Level 4 and above in 2000 is low in relation to national expectations, but high compared to the previous year's results and challenging in view of the high percentage of Year 6 pupils on the register of special educational needs and the high degree of mobility of pupils during Key Stage 2. There is a significantly high percentage of low attaining pupils in each year group and these are often pupils who require considerable additional support. Pupils with special educational needs make good progress against prior attainment.

122. Pupils respond very well in all lessons. They concentrate well, they are enthusiastic and motivated and are prepared to answer questions and talk about their work. They relate very well to each other and are keen to learn.

123. The subject is well led by a knowledgeable and committed co-ordinator who has already had an allocation of 20 hours of time to monitor the implementation of the numeracy strategy.

124. In Year 2 the higher attaining and some average pupils felt confident and happy in mathematics lessons. They were able to order numbers 0-100 by size and were developing a good understanding of place value. They could recognise odd and even numbers, they could sequence numbers and explain the sequence and they could talk about multiples of ten and use doubles. They were able to describe and recognise simple fractions - one quarter, one half. They were able to write money in decimal notation, they could recognise and explain simple two-dimensional shapes - square, triangle, rectangle - and could use addition and subtraction confidently to ten. Pupils could count in tens backward and forward to 100 with confidence and could read a height chart and tell the time using hours and quarters. They begin to learn the two, five and ten times tables, but cannot recall this information quickly. Pupils have learned appropriate mathematical vocabulary such as more and less, greater and fewer, odd, even, multiple, square, triangle.

125. In Year 4, higher attaining and some average pupils could name properties and two- and three-dimensional shapes. They were making good progress with simple word problems. They were able to round up and down to the nearest ten and 100. They could work in metric weight, find fractions of a circle and plot column graphs.

126. In Year 6, higher attaining and some average pupils could use the four rules of number efficiently, equivalence of fractions, addition of decimals and decimal conversion. They are confident at multiplying and dividing by ten and 100. They can halve and double numbers and enjoy the challenge of working out simple word problems. They have some understanding of metric measurement and can convert to different units including metres to centimetres. They are developing a wider vocabulary for mathematics and can use primary, multiple, square and factor efficiently. However, a significant number of pupils in Year 6 still have difficulty in ordering, in their understanding of place value and in the four rules.

## *Teaching*

127. The quality of teaching in mathematics in the lessons observed in Key Stage 1 was all good or very good. Teachers have good subject knowledge. In Key Stage 2 teaching was almost always good or very good and teachers' subject knowledge is generally good. Planning is very detailed

throughout the school. The school has very successfully implemented the National Numeracy Strategy and is using a scheme of work based on the recommended format in the framework to plan appropriate work. Pupils in all year groups have a daily mathematics lesson and these follow the recommended three part structure. The framework ensures links between aspects and carefully graded steps in skills and understanding. Teachers are using the flexibility of the framework well to plan appropriately for pupils' needs by using the teaching programme for the previous year group. Teachers are generally confident especially with the oral/mental starter to each lesson. They are skilled in the strategies of whole class teaching and use explanation, modelling and demonstration well. Lessons are well structured and activities are chosen appropriately for pupils of different abilities. There is an appropriate emphasis on oral work and practical activities to reinforce the learning. Teachers are helping pupils to develop their own strategies to calculate mentally and record. Relationships are very good between the teachers, classroom support assistants and pupils and the impact of support staff is significant throughout all mathematics lessons in raising standards amongst the lower attaining groups. Teachers use effective questioning to check pupils' understanding and to clarify answers, but the use of open questions is not well developed in the teaching and is not effective in catering for the needs of the higher attaining group. Teachers spend time very efficiently working with specific groups during the main part of the lesson and there are good examples of group work in all classrooms.

128. However, there are insufficient opportunities for investigations and practical work where pupils can plan activities, select resources and apply learning to new contexts. There are very limited examples of cross-curricular applications of mathematics.

129. The school has recently made and purchased a wide range of resources to support the implementation of the National Numeracy Strategy and these are in use in all classrooms. In a mixed reception and Year 1/2 class there was very good use of a number line to learn about the order of numbers 0-20. In Year 6 good use was made of digit cards to respond to a range of mental problems. The work in all classrooms was well supported by good displays based on mathematics providing vocabulary, group targets, number lines, 100 squares and learning objectives for the specific lesson.

130. The school has good procedures in place for the formal assessment of pupils' attainment in mathematics and for tracking pupils' progress using data. Teachers record day-to-day assessments on their weekly planning sheets based on informal assessments and their marking. All classes have group targets established and teachers refer individuals to them regularly during lessons.

131. What the school should do now:

- focus on the needs of the higher attaining pupils;
- develop the skill of using open questions;
- develop the Numeracy Action Plan to provide more specific detail and to make it manageable for monitoring purposes;
- develop the use of ICT by purchasing a range of resources to support mathematics and numeracy;
- focus on the need to increase the use of investigational mathematics; and
- tackle the limited application of mathematics across the curriculum.

## **SCIENCE**

### *Attainment*

132. Pupils' attainment at the end of both key stages is in line with national expectations.

133. The 1999 results in the National Curriculum tests at the end of Key Stage 2 for pupils reaching Level 4 and above was, however, below the national average at 78 per cent. The seven per cent of pupils reaching Level 5 and above was well below the national average.

134. Teacher assessments in 1999 for pupils reaching Level 2 and above at the end of Key Stage 1 were below national averages. The aspect where pupils investigate life and living processes proved to be the strongest base of knowledge; physical processes the weakest. For pupils reaching Level 4

and above at the end of Key Stage 2 teacher assessments were accurate in that pupils were performing below national averages across most of the science curriculum.

135. Trends over time indicate that pupils made a significant improvement in attainment between 1996 and 1997 and have maintained a more static trend since then with a slight dip in performance in 1999. When using average points scores pupils' performance is broadly in line with similar schools. There is no significant difference between the performance of boys and girls in the science tests.

136. In both key stages the majority of pupils are aware of how to prepare and accomplish a scientific investigation and most have a satisfactory understanding of what is a fair test. There were good examples of this in both key stages and in most year groups but in particular in lessons for Year 2, Year 4 and Year 6. In Year 4, for example, pupils were investigating and exploring the effect of different forces when trying to move objects and discussing if the surface made a difference to the amount of force required. In Year 6, pupils demonstrated a secure knowledge of how animals depend on each other to survive.

137. Most pupils can demonstrate a secure knowledge and understanding of physical processes and life and living things appropriate for their age. For example, a group of lower attaining pupils in Year 5, many with Statements of Special Educational Needs, made significant and mature contributions to a discussion on healthy living and how drugs can harm but also heal.

138. Most pupils can respond well to questions using their prior knowledge of science facts; they can observe and record quite satisfactorily. There was evidence of this in pupils' recorded work from most year groups, particularly in Key Stage 1. In a lesson observed in Year 2, pupils successfully recalled their prior knowledge of investigating 'push and pull' forces and then applied that understanding well to the more complex task of testing and predicting how far a toy car would travel having been released down a short ramp. Most pupils are able to sort materials easily into groups of similar characteristics; pupils from a very early age are able to demonstrate this skill well. The higher attaining pupils are able to organise materials in a different way and can often describe materials' characteristics using more technical scientific vocabulary. There was limited evidence of pupils demonstrating a high standard of prediction or hypothesis, however. Only a few pupils made good attempts to predict what would happen with their experiments and were able to use appropriate scientific vocabulary to describe changes and effects - for example, in describing the growth of a plant in Year 2 and predicting the effect of increasing wind speed onto a windmill in an activity in Year 1. The standard of presentation in work books varies from satisfactory to poor and needs to be improved.

### *Progress*

139. In both key stages, most pupils are making satisfactory progress and for those pupils with a Statement of Special Educational Needs progress is often good due to good teacher support and guidance. For example, in the discussion on healthy living in Year 5 two pupils with significant learning difficulties were able to describe the effect of drugs quite sensibly having had good guidance from a support teacher.

### *Attitudes*

140. Pupils are very busy learners. They listen well to instructions and have a sensible, mature and safe approach to scientific tasks. They work particularly well together and concentrate when preparing investigations - for example, in problem solving using force meters to measure forces in Year 4. Relationships are very good. Pupils are most courteous, trustworthy, helpful and supportive. Behaviour is very good. Those pupils who are more confident in their science work are always prepared to share their skill and knowledge with others - for example, in the science booster classes in Year 6. They take responsibility for their own resources; they look after them and always put them away carefully after an activity. There is clearly a willingness to learn new scientific concepts.

### *Teaching*

141. From the lessons observed the teaching of science is at least satisfactory and often very good. No science teaching was unsatisfactory. In the best lessons teachers make effective use of their

specialist knowledge; they plan and prepare their lesson well and present very good demonstrations - for example, in the instruction on forces in Year 2. Support materials and resources are of very good quality and tasks are often presented in a different way to help those pupils with special educational needs and those who have yet to grasp the concept being taught. Teachers are aware of pupils' prior attainment; this is supported by some very good assessments. Teachers take care to assess pupils before the start of a topic to ascertain their level of knowledge and understanding; this is good practice and helps the teachers match work to a pupil's individual needs. Pupils' reports celebrate achievements and always suggest areas for improvement. However, teachers do not yet regularly assess pupils' work accurately against standard pieces which are held as examples of attainment at particular levels. The school's collection of such pieces to help teachers assess work against the National Curriculum expectation is not yet fully complete. Throughout most lessons appropriate emphasis is given to good health and safety practices. All lessons have clear objectives and pupils are aware of what it is they are required to do; teaching time is used efficiently. All teachers maintain high expectations of themselves and their pupils. Teachers' subject knowledge is generally satisfactory in both key stages. Staff training should continue to be a feature, however, to enable pupils to have the best conditions to move on to the higher levels of attainment in science, in particular in Key Stage 2.

142. There are missed opportunities for developing pupils' information technology skills through science, in particular in Key Stage 2 - for example, in recording and analysing information gathered from investigations, researching information from other sources such as CD Roms and the Internet and generally encouraging pupils to use information technology to improve the quality and standard of the presentation of their project books.

### *Management*

143. The subject is effectively led and managed well. The procedure for planning and monitoring the work that pupils experience is good. There is a firm foundation in place upon which to build in opportunities for further work monitoring and evaluating the quality of the teaching and learning in science. The guidance materials provided by the co-ordinator are good and helpful to teachers. The effective leadership and management style is having a positive impact on teaching and on pupils' standard of achievement. Teaching and learning resources are satisfactory; they are of appropriate quality and sufficient to meet the needs of the science curriculum, and are being used well.

144. Since the last inspection the school has made some progress in dealing with the issue of underachievement. However, whilst pupils perform consistently below the national expectation in science tests most pupils are achieving broadly in line with similar schools and most pupils are making satisfactory progress based on their prior attainment. The teaching of science in Key Stage 1 has improved significantly since the last inspection although some higher attaining pupils still do not achieve to their full potential. Pupils with special educational needs continue to make good progress. The school needs to continue to place emphasis on experimental and investigative work and increase the use of information technology in science.

145. The school should now:

- continue to monitor the coverage of the scheme of work and evaluate the qualities of teaching and learning in both key stages in order to set targets and improve standards further;
- ensure that activities challenge the higher attainers to reach their full potential;
- continue to ensure that teachers have access to professional development courses in order to improve subject knowledge skill and expertise; and
- develop more opportunities for pupils to use information technology.

### **ART**

146. Very few lessons were observed during the inspection. The following judgements are based on scrutiny of pupils' work, discussions with teachers and pupils and school documentation.

147. Standards at the end of both key stages are broadly in line with national expectations in investigating and making. The standard of work at the end of Key Stage 2 has been enhanced by the links with the art, design and technology and ICT departments at Kingswood High School. Pupils

have visited the high school on a weekly basis to carry out activities which link their work in these subjects to their study of the Ancient Greeks. However, pupils' ability to draw from direct observation building on previous work is a relative weakness with insufficient emphasis being placed upon developing the skill of looking very closely and representing what they see.

148. Strengths in teaching of art include good planning with clear objectives which are directly related to the scheme of work and the National Curriculum programmes of study. Teachers are alert to the opportunities to link pupils' work to community initiatives and the work of local artists. For example, a local artist worked with children from Years 3, 4 and 5 in making designs for an installation which is to be placed in the area outside Class 1. Similarly Year 5/6 pupils worked with students from the College of Architecture on designs for landscaping the school grounds. The plans and models were incorporated in the final plans which were scheduled to be implemented last term.

149. Teachers take great care to display pupils' work to its best advantage, thus demonstrating respect for pupils' achievements and, as a consequence, pupils develop a pride in their work and are eager to point it out to visitors. Pupils' attitudes towards their work in art are good. They concentrate well and are keen to explore the visual effects of combining different materials and media.

150. Pupils make clear learning gains during lessons. From the evidence of work scrutiny, steady and logical gains in learning over the longer term by building step by step on what has gone before are less firmly catered for. Most work in individual art folders is not dated and has little or no contextual information. Feedback to pupils on how to improve their work is dependent upon the quality of the teacher's subject knowledge and the quality of day-to-day assessment. In the art co-ordinator's class the quality of questioning is good and this contributed positively to pupils' resultant understanding of colour, shape and line.

151. Art is making an increasing contribution towards children's understanding of other cultures. During topic work on contrasting localities in Key Stage 2, Valdo Pons from 'Art of Africa' spoke to the children about African art and showed them pictures and artefacts. The work currently displayed in the hall was carried out by Year 4 pupils as a result of looking at Chinese brush painting. However, the integration of children's art work to their understanding of their own and other cultures remains an area in need of further development and there are very few resources in the school to support work in this area.

152. The art co-ordinator's role is, at present, mainly to support and advise colleagues. This she does successfully. Her role in monitoring and evaluating the art curriculum is not yet sufficiently established and is carried out informally by looking at pupils' work on the walls and in classrooms. This practice should be developed further in order to gain a secure overview of standards and coverage across the art curriculum throughout the school.

## **DESIGN AND TECHNOLOGY**

153. During the inspection there was limited evidence of pupils' working on designing and making activities. However, from the scrutiny of pupils' work and talking to pupils and teachers, it is clear that pupils have experienced an appropriate range of designing and making activities and attain standards broadly in line with national expectations by the end of each key stage. In Year 1/2 pupils use a variety of materials creatively to design some clothes for Teddy. In Year 2 pupils use different materials, processes and designing techniques well to produce puppets; they can join the materials well and with a fair degree of accuracy. The presentation of the design work and making in this activity were above national expectations. In Year 6 pupils are able to follow the design process well to design a package which will carry a small product. In this activity most are able to draw on their knowledge of using the computer to create repeating patterns to help them with this design work. Also in Year 6 pupils apply their understanding of forces and shape from their work in science and mathematics well to construct shelters. In all these activities, pupils are able to talk confidently about their ideas and suggest how their designs could be improved. In food technology pupils put their knowledge of working safely with ingredients to good use when making food products with other adults. For example, where under fives made pancakes with support from adults, pupils learnt a lot and really enjoyed the experience.

154. Pupils generally put their knowledge of working safely with materials, ingredients, tools and



processes to good use when making products. For example, in Year 3/4 pupils have a good understanding of the nutritional value of food and how to prepare food correctly. In Year 1/2, pupils have produced some satisfactory designs for wall hangings using their knowledge and understanding of weaving techniques. Pupils have been very successful in 'live' projects where they have applied their knowledge and understanding of the design process well to, for example, 'design a fork for all' in association with the engineering association. The school went to the national finals in this competition. They have also designed non-alcoholic cocktails for the local Beefeater restaurant! In Year 5/6 pupils have worked with parents and the local community to design a new entrance and garden area for the school. All are looking forward to this activity reaching fruition.

155. At present, however, by the end of Key Stage 2, pupils are not able to demonstrate the more advanced skills in designing and making. For instance, there are too few examples of work of a higher standard in constructing using a wider range of materials to a finer degree of accuracy, finishing products in different ways. Likewise there is too little extension work in designing and making products incorporating simple electric circuits and control. In Key Stage 2, design work lacks detail. It is a little too focused on planning for making evaluation at the end of the activity. The work contains limited information, through drawings, to describe how an idea developed and what decisions have been made regarding the choice of materials and processes.

156. There is some evidence in the school's photographic album that standards in designing and making were at a higher level in the past, suggesting that the developments in literacy and numeracy are having a negative impact on the amount of time given to this foundation subject. As such, pupils, including those with special educational needs, are not making as much progress as they might, or have done in the past. The lack of time given to the subject now means that teachers are not fully aware of pupils' prior attainment in design and technology. This has a negative impact on pupils' progress in moving onto the more advanced skills in designing and making.

157. Only one lesson was observed. In that lesson teaching was very good. The lesson was well planned, prepared and resourced. The learning objectives were made clear to pupils and support staff. Pace was brisk and teachers asked questions and gave advice at the appropriate time to ensure that pupils made progress, for example, in the design of the flyer for the design company. Support materials are of good quality, in particular the layout and instructions for presenting design work and informal evaluations at the end of an activity. Some teachers use this knowledge well to help them with their planning. Appropriate emphasis is always given to good health, safety and food hygiene practices and many teachers maintain high expectations of themselves and their pupils.

158. There were, however, missed opportunities for developing pupils' information technology skills through design and technology in both key stages. Insufficient focus is given to using information technology to help pupils improve the quality and standard of their work, to help them develop their designing, research and investigative skills and to help them control models they may have designed and made.

159. Teachers generally report pupils' attainment and progress satisfactorily. Targets for improvement feature appropriately in reports to promote pupils' progress in design and technology.

160. The subject is effectively led and managed well. The procedure for planning and monitoring the work that pupils experience is good. There is a firm foundation in place upon which to build in methods for further work in evaluating the quality of the teaching and learning in design and technology. The guidance materials provided by the co-ordinator are of high quality and helpful to teachers. Recent in-school staff training has had a positive impact on teachers' confidence and competence, but could do with another boost to maintain momentum in raising standards, but more importantly to consider how to apply pupils' literacy and numeracy skills within the subject teaching.

161. The school is generally making effective use of the space in the classroom to support design and technology activities. Consumable resources, however, are inadequate to meet the needs of this subject and need to be improved.

162. The school has maintained a secure provision for pupils in design and technology since the last inspection. The range of work produced by pupils is much the same, although the range of live projects has improved. Pupils are still making slower progress in Key Stage 2, however, in moving

onto the more advanced skills in particular in designing and evaluating their work. There is room for further improvement.

163. The school should now continue to improve standards by:

- continuing to monitor the coverage of the scheme of work and evaluate the qualities of teaching and learning in both key stages, but in particular in Key Stage 2, in order to set targets;
- develop assessment procedures and use the outcomes to set targets for improvement in particular in Key Stage 2;
- develop more opportunities for pupils to use information technology;
- continue to develop pupils' designing skills in particular in communicating how an idea has developed; and
- reinstate in-service training to include the integration of literacy and numeracy developments into design and technology teaching.

## **GEOGRAPHY**

164. Very little geography was being taught during the week of the inspection. Only one lesson was observed in Key Stage 1 and no lessons in Key Stage 2, as there are no geography units allocated to the spring term in the scheme of work. There was insufficient evidence on which to make a judgement about the quality of teaching. Judgements about the level of attainment of the pupils are based on an evaluation of pupils' work provided in the work sample and from discussions with pupils in Years 2 and 6. Pupils' attainment at the end of Key Stage 1 is in line with national expectations and is what one would expect from pupils of this age. Pupils can name the four seasons of the year and describe the sorts of clothes one might wear in spring, summer, autumn and winter. Pupils know the main weather types and can describe the symbols used to record these on a weather chart. Pupils can name geographical features in a picture such as hill, river, wood, bridge and sea. They can interpret an aerial photograph and point out the main features such as roads, railway, railway station, school, houses, factories and parks. Pupils know their addresses and where they live and can describe the area in simple terms and how it differs from that in a picture. They can draw their route to school on a map of the local area. Pupils recognise house types and can name them. They have some understanding of the difference between a plan and a map and can draw a plan view of an object.

165. Attainment at the end of Key Stage 2 is below national expectations and is lower than one would expect for pupils of this age. Pupils had difficulty recalling work covered earlier on in Key Stage 2. They had difficulty naming the main features of a river such as tributaries, meanders and estuary. Pupils could explain the water cycle in simple terms but had difficulty explaining why it rains. Pupils have some knowledge of Britain and the countries which make up the British Isles. They could locate Hull approximately on a map and name some of the major towns and cities in Britain. Pupils can use a key to interpret land uses on a map but did not know what contour lines show and were unsure about some of the symbols used on Ordnance Survey maps. Pupils' knowledge of the world is unsatisfactory. Though they could locate the British Isles and know that Britain is part of Europe, they cannot recognise and name the different continents on a world map. Pupils know the points of a compass. They can read data from maps showing temperature and rainfall totals. In Years 5 and 6 pupils have carried out an extended piece of writing in geography and have developed a guide to Cleeve Primary School describing the use of each room and the school grounds. The geographical content of these is below what one might expect for pupils of this age.

166. Inadequate time is allocated to geography to ensure coverage and steady steps in progress at Key Stage 2. The scheme of work is organised on a four year cycle. Units are only covered once and not returned to. This results in poor recall of knowledge covered and weak understanding of key concepts in geography. There is also little opportunity to ensure the systematic development of skills. Good use is made of the locality for fieldwork with visits to Top Hill Low, Hornsea and Raywell.

167. Resources for geography are adequate for each of the study units taught and these are satisfactory in quality. There are adequate numbers of atlases and maps, but limited equipment to carry out accurate weather recording. There are inadequate resources for IT such as CD Rom and software programs.

## HISTORY

### *Attainment*

168. Standards in history are in line with those expected nationally in both key stages. At Key Stage 1 pupils can talk about the differences between toys from the past and modern toys. They have a good knowledge of the differences in materials used. They can discuss how past household items are different from present day by looking at toys which are replicas - for example, a toy washing machine with an integral wringer/mangle. They recognise differences between present day schools and schools in the past and develop interpretative skills when using a "writing time-line" which shows how "schooling" has changed.

169. In Year 2, pupils make booklets and write about life for Victorian children. They show good use of historical organisation and communication and the literacy skills of labelling, using captions and a glossary and index to express their knowledge of this period and aspect of history.

170. By the end of Key Stage 2, pupils have developed a sound range and depth of historical knowledge and understanding. In a Year 4 lesson about Ancient Greece, pupils exhibited good understanding about democracy. They showed good enquiry skills during a role play session in which they asked questions about the place of women in Athenian society. They show good organisational and communication skills in a display of a time-line which plots the development of the Ancient Greek civilisation through its different "ages". Pupils in Years 5 and 6 have developed good research skills during a project on Ancient Greece. Focusing on Greek vase designs, pupils have found out about the significance of Greek vases in story telling by using ICT and library resources at the local high school.

171. There are many strengths in the teaching of history. Lessons are very well planned around the knowledge, skills and ideas to be taught. Learning objectives are made explicit and in the best teaching pupils are involved in clarifying understanding of those objectives. The pace of lessons is good and delivery is enthusiastic and sometimes inspirational. For example, in a Year 2 lesson, the teacher presented a museum collection of toys with great fascination. This really captured the pupils' imaginations. In a Year 4 lesson, the teacher's very thorough organisation and subject knowledge, high order questioning skills and infectious enthusiasm made the lesson extremely memorable. When teaching is of this standard, pupils make great gains in their learning. Less effective teaching is manifested in a lack of challenge in follow-up activities, such as restricting opportunities for research in Key Stage 2 and limiting work to colouring-in of worksheets in Key Stage 1. There is a lack of variation of general class tasks and materials which means more able pupils are not challenged or extended effectively. Pupils with special educational needs are very well supported in history lessons. Classroom support assistants are well deployed and they are effective in ensuring that pupils make as much progress as possible.

172. Pupils generally respond well in history lessons. They are enthusiastic and well-motivated. They are attentive during teachers' expositions and show good levels of concentration throughout lessons. They respect their teachers and each other and show a great deal of respect for resources and/or artefacts. For example, Year 2 pupils handle the museum collection of toys extremely carefully. In Year 4, pupils showed clear enjoyment in their learning when they questioned their teacher (who was in role as an Athenian woman) about her life in Athens. They respond well to praise and occasional rebuke and enjoy very positive relationships with their teachers.

173. The management of history is sound throughout the school. There is a clear policy in place and good use is made of guidance within the Qualifications and Curriculum Authority history scheme of work. Resources range from a good supply of reference books and audio-visual tapes to an exciting supply of Egyptian artefacts. The school enjoys access to some fascinating World War II memorabilia. The very recently appointed history co-ordinator has carried out an initial audit of provision which has led to improvement activity, starting with updating statements in the policy, looking at resources and followed on to the construction of a subject development plan. This focuses on preparation for the implementation of the revised National Curriculum and processes of monitoring, evaluation and review. Very useful work has also been undertaken by the history co-ordinator in linking key relevant features of the National Literacy Strategy framework to history

teaching and learning.

174. A further focus to the subject development plan should be on raising standards further through the use of assessment to guide decisions on future activities.

## **INFORMATION TECHNOLOGY**

175. During the inspection there was limited evidence of pupils using information technology in their work. From the scrutiny of pupils' work and talking to pupils and teachers, it is evident that pupils' attainment overall at the end of both key stages is below national expectations. Some pupils, when given the opportunity, are able to handle and communicate information to a standard more in line with national expectations however, and when using simple word processing to present work - for example, in Year 1 - they wrote some interesting poetry. In Year 6 some pupils produced some informative 'flyers' advertising their design company - selling wallpaper designs - using simple desktop publishing techniques. In Year 5 pupils are able to prepare graphs of different styles to display the outcome of a survey on the most popular colour for a car and use a colour printer for effect. Also some higher attaining pupils in Year 5/6 are able to integrate features from different software applications to help illustrate a particular point or simply make the message more visual - for example, in being able to import clip art images to illustrate a design company flyer. In other situations some pupils will alter text appropriately by using different fonts to make a piece of work more interesting to the reader, and throughout the school pupils can use different font styles to label their displays of work well. In Year 6 pupils have drawn on the opportunity to work with teachers from the local high school to make a repeating pattern design to illustrate a package designed on a Greek theme. In Year 1/2 pupils have used some creative type face to label their own books about 'life in the pond'. In Year 5, pupils are able to use the eye witness programme - history of the world - well to seek out information to help them with their Greek project, looking at the Greek alphabet.

176. Too few pupils are able to demonstrate any knowledge of databases or simple spreadsheets and genuine instances of all pupils accessing and attaining similar levels of attainment in communicating and handling information are too infrequent. Pupils in Key Stage 2 have very limited knowledge, skill or understanding of the principles of measurement, modelling or control using information technology. Pupils also do not have the knowledge or skill to be able to choose when to use information technology in their other work or to help them improve the quality of presentation or improve attainment. Pupils' keyboarding skills are also unsatisfactory.

177. Children with special educational needs are able to demonstrate some application of information technology in helping them make progress in their lessons - for example, using simple letter land and sentence construction programmes to become familiar with how letters sound, how words can be recognised and how sentences can be constructed.

178. Opportunities for all pupils to develop information technology skills in line with national expectations are planned but not always implemented with the effect that most pupils make unsatisfactory progress in developing their information technology capability.

179. There was insufficient evidence available during the inspection to make a judgement on the quality of teaching. However, teachers have worked hard to produce guidance sheets for pupils to help them with the planned exercises and advice and support from EAZ (Education Action Zone) IT advisers is beginning to have a positive effect on pupils' progress and attainment.

180. Too few teachers have a sound knowledge of what the computer and software can offer pupils to help them attain higher standards in other subjects and develop their information technology skills. However, all staff are about to embark on high level training to improve this situation. The current resource provision, whilst it has improved significantly since the last inspection, is still not having a positive enough impact on teaching and pupils' learning. The information technology suite is far too small, cramped and it is a difficult shape to facilitate learning. In Year 5, however, teaching in this area made a good attempt to use word processing techniques to help pupils develop their literacy skills looking at letter blends and sentence construction. Information technology activities are quite well planned but they are still at a low level. However, they are now a little more challenging and inspiring and matched appropriately to pupils' prior attainment.

181. When given the opportunity to use information technology, the majority of pupils respond with enthusiasm. They remain on task, persevere, show interest and are sometimes willing to take risks - for example, in the desk top publishing work in Year 5/6 designing a flyer for their design company. Frustration does creep in at times when the more able pupils are not able to make as much progress as they might due to a lack of opportunity, lack of teacher support and guidance or when equipment breaks down.

182. The assessment and recording arrangements are satisfactory. There is a satisfactory record of pupils' experiences and attainment in information technology which accurately informs reports to parents.

183. Within the resource constraints the leadership and management of information technology are good. The school has produced a good scheme of work which now meets statutory requirements. However, not all aspects of the agenda have been experienced by all pupils yet, in particular in Key Stage 2. There is a firm foundation in place upon which to build in methods for further work in evaluating the quality of the teaching and learning in information technology. The information technology resources are beginning to be used efficiently and effectively but need to be harnessed more positively across the curriculum.

184. The school uses information technology satisfactorily to prepare teaching materials, in administration and to promote its activities.

185. The school has made some significant progress since the last inspection in improving the provision for enabling pupils to access information technology resources. The number of computers has improved and access to the Internet is to happen soon. Staff training has been instigated and this has had some success in promoting the use of information technology across the school. Unsatisfactory progress has been made, however, in providing adequate opportunity for pupils to broaden their experience of information technology and its application to other subjects in order to make progress and move on to more acceptable levels of attainment. The subject now fulfils statutory requirements.

186. The school should now raise standards in information technology by:

- continuing to implement the strategic plan for the development of information technology in school in order to make more effective use of existing facilities and to plan more effectively for long term developments;
- implementing planned improvements as funds allow;
- closely monitoring and evaluating the quality of provision and teaching of information technology;
- ensuring that planned activities are challenging and matched to ensure that pupils have the optimum condition to succeed at the highest levels; and
- continuing to encourage staff training in the use of information technology.

## **MUSIC**

187. The following judgements are based upon listening to taped recordings of pupils' work, observations in classrooms and discussions with teachers and pupils. Very few lessons were observed during the inspection, as most music teaching takes place on Fridays or as a block - outside the period of the inspection.

188. The quality of teaching in the lessons observed has many good features. Lessons have clear objectives and the activities are varied and interesting with the result that the children are immediately engaged and remain involved, sustaining their concentration for the whole hour of the lesson. In one Year 4 lesson, for example, after pupils had listened to Mongolian and Austrian mouth music the teacher used careful questioning to draw out pupils' responses to the music, then expertly harnessed pupils' own contributions and refined them to draw out key teaching points. Pupils learned, through trying to copy the unusual use of the voice, that the changing shape of the mouth cavity helped to produce the different resonances. They also learned how to interpret a graphic score using voices and hands. Children made clear gains in understanding during lessons. They made good progress as a result of focused teaching and well-organised lessons.

189. Pupils' behaviour during music lessons was very good and they demonstrated very positive attitudes towards learning. The teacher's democratic approach resulted in pupils having confidence to explore sound and share their responses with others.

190. At the time of the last inspection, lesson content was judged to be inappropriate and little progress was made as the activities were making insufficient demands on pupils. This has now changed and there is a clear improvement in the content and range of activities planned by teachers for music lessons. This is partly due to the supporting framework of the music scheme which all teachers use for planning their lessons but it is also due to the professional development for staff, supported by the local education authority representative, which has begun to increase confidence.

191. Monitoring of the music curriculum is not established yet. The main emphasis has been to deal with the programme of learning through implementation of the scheme of work. This has been accomplished successfully. The music co-ordinator is an enthusiastic, sensitive and confident newly qualified teacher who has good subject knowledge. In order to continue to improve the music curriculum and pupils' standards of achievement, the role of the co-ordinator should be developed in order to gain an overview of standards throughout the school.

192. Until recently the school has not had a music specialist on the staff. Now with the appointment of the music co-ordinator, the curriculum for this subject is set to develop and there are already indications of improving standards – though from the evidence available they remain below the national expectation at the end of both key stages. This is because the continuity of experience has not had time to make a firm impact upon standards. Resources for music are at present inadequate though the school has some instruments on order. Furthermore, the time available for music has decreased as a result of the greater emphasis upon literacy and numeracy. Classes now have six hours per half term though not all classes receive this as a weekly lesson.

## **PHYSICAL EDUCATION**

193. There is insufficient evidence to make a judgement about standards at the end of Key Stage 1 in physical education as only one lesson was observed due to timetabling arrangements. In Key Stage 2, it was only possible to see lessons in gymnastics and dance with Year 6 and Year 4 pupils. In both aspects the standards achieved are broadly in line with national expectations. Scrutiny of long - and medium - term plans indicates that provision for Key Stage 1 covers games, gymnastics and dance, adding breadth to the curriculum. Similarly at Key Stage 2 outdoor adventure activities based in Years 5 and 6 add breadth by offering pupils the opportunity to develop problem solving skills.

194. By the end of Key Stage 2, the knowledge and understanding of older pupils has been extended. In a gymnastics lesson most pupils were able to perform satisfactory exercises to warm up the body through stretching and demonstrated control in balance in floor movements. They understand the purpose of a warm-up and understand the importance of safety when working within a large group. The work has not been developed to an appropriate level by using large apparatus and there are limited opportunities given for pupils to plan and evaluate their performance. In Year 4 the pupils were well led in a workshop by a dance teacher from the LEAP Dance Company in Hull. In the workshop attainment was broadly in line with national expectations, but a small minority of pupils found the sequencing of movements difficult and the execution of complex movements very difficult.

195. Progress within the few lessons observed was satisfactory against prior attainment. It is good when pupils are involved in enjoyable activities and where there is a good balance between exposition by the teacher and purposeful activity for the pupils.

196. Pupils enjoy their physical education lessons and are eager to participate and improve their skills. They co-operate very well in pairs and small groups, listen attentively to instructions and show perseverance when asked to repeat movements. They understand the need to work safely and there is very good behaviour.

197. The quality of teaching in the very small sample of lessons varied from satisfactory to very good. The most effective teaching is clearly planned with specific learning objectives being supported by appropriate activities and resources. Teachers are good role models in the way that

they dress and in the way that they encourage pupils to take part in exercise. In all lessons, management of pupils is good and teachers achieve high standards of discipline. Knowledge and understanding of the subject need to be extended. For example, in a lesson where one pupil was asked to demonstrate to the class, everyone celebrated the success of the demonstration but the teacher failed to focus the attention of the class on those elements that the pupil did well. Consequently, the opportunity to move the learning forward was lost. The pupils' ability to evaluate their own work and work of others was missing from teachers' short-term planning and assessment.

198. The current policy is good and is to be updated to address Curriculum 2000 changes. The scheme of work, developed by the subject co-ordinator, gives breadth and balance.

199. The subject is well led by a knowledgeable and enthusiastic co-ordinator who has worked hard to raise the status of physical education in the school. However, the absence of any opportunity to monitor and evaluate teaching, learning and standards hinders the co-ordinator from adjusting medium term plans to tackle needs effectively and contributes to the below average attainment. The small amount of curriculum time devoted to physical education is also contributing to the poor development of knowledge, skills and understanding.

200. Accommodation is satisfactory. Sufficient space is available for indoor and outdoor work. The school has inadequate storage space for larger apparatus but storage for small apparatus, albeit restricted, is well used and organised and resources are clearly labelled.

201. Opportunities are taken to enrich the curriculum by providing a variety of extra-curricular sporting activities. From time to time the school makes good use of outside sports coaches. Friendly sporting fixtures are played against other local schools.

## **RELIGIOUS EDUCATION**

### *Standards*

202. Standards in religious education (RE) are in line with the expectations expressed in the locally agreed syllabus. At the end of Key Stage 1 pupils are able to express reasons for choosing "My Special Person" and can recount the story of Jesus visiting the temple. They present thoughtful interpretations of the story of the Good Shepherd and can sequence in the right order the events in the story of the Good Samaritan. Pupils in a Year 1/2 class make good progress in their understanding of the reasons for pancakes and the links between the story of Jesus in the wilderness and Ramadan before Eid.

203. By the end of Key Stage 2 pupils show a clear understanding of the celebration of Id-UI-fitr through their explanations and the design of invitations and greeting cards for the celebration.

204. Pupils in a Year 3/4 class make clear gains in their understanding of the spring festivals for Hindus. They can explain how Holi is celebrated through the throwing of coloured dyes and through playing jokes and pranks. They can identify similarities to Christian celebrations - for example, bonfire night - and make observations about good and evil.

205. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1. Work is planned thoroughly with clear learning objectives which are made explicit to the pupils. Subject knowledge is sound and teachers recap on pupils' understanding during the lessons. Resources for learning are well organised and time is used effectively. A particular feature of good quality teaching is the way teachers enhance their explanations with personal experiences. For example, in a Year 3/4 lesson the teacher told the pupils about jokes and tricks she had been part of and made an authentic link to Holi. Another positive aspect of good teaching is the great sensitivity the teacher shows to the variety of pupils' experiences in Year 6 when focusing on the importance of family life and the role of parents as part of a study of Islam.

206. Pupils with special educational needs are well supported in their learning by well deployed classroom support assistants who teach effectively. However, in group or individual activities, the more able pupils are not challenged appropriately with more complex tasks.

207. Generally pupils respond positively to their learning experiences in religious education. In lessons where teaching is good or very good, behaviour is excellent. Pupils contribute their own experiences with confidence. For example, in a Year 3/4 lesson they made spontaneous links with their own experiences of celebration. In a Year 6 lesson about the Islamic faith pupils listened well to their teacher, showed real interest and worked quickly and quietly in the activity session. In Key Stage 1, although behaviour is positive, some pupils call out answers inappropriately and have to be reminded not to do so. Some very thoughtful ideas have been expressed by pupils in the school's "Thoughts About Prayer" booklet.

208. The subject contributes effectively to pupils' spiritual, moral, social and cultural development. Pupils learn about differences in religious beliefs and explore the different aspects of growing within a Christian ethos. They are encouraged to draw positively from their own cultural and family backgrounds and to share their feelings. They visit local churches and religious centres and have visits from representatives of different faiths. Assemblies contribute to pupils' religious education. They have a clearly religious focus and offer a calm and peaceful opportunity for both reflection and celebration.

209. Very good progress has been made in the provision for religious education since the last inspection. The subject now meets statutory requirements effectively. Religious education is taught for one hour per week. The subject co-ordinator has completed a great deal of very useful work translating the existing local authority scheme into a structure of planning and provision for the whole school. Further work has been prioritised to revisit planning and assessment once the new local authority scheme is implemented. The co-ordinator regularly attends relevant courses to further her knowledge and understanding of the subject and supports staff as a priority (noted in the subject development plan). The development of religious education is well supported financially and there is a good range of resources, particularly multi-faith information posters which are of a high quality.

210. Teachers' planning and pupils' books are reviewed regularly. However, a clear structure for monitoring, evaluating and reviewing the subject does not exist at present. This should clearly be a priority for further improvement.