

INSPECTION REPORT

ROKEBY PARK PRIMARY SCHOOL

Hull

LEA area: Kingston-upon-Hull

Unique reference number: 117813

Headteacher: Mrs M Fox

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 6th – 9th June 2000

Inspection number: 190821

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Gershwin Avenue Anlaby Park Road South Hull
Postcode:	HU4 7NJ
Telephone number:	(01482) 508 915
Fax number:	(01482) 508 915
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Tate
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A J Dobell	Registered inspector	Mathematics Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr K Schofield	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Mr N Bertram	Team inspector	Science Information and communications technology Religious education	
Mr J M Egerton	Team inspector	Areas of learning for children under five English Art	How good are the curricular and other opportunities offered to pupils?
Mrs F M A Farman	Team inspector	Special educational needs Design and technology Geography History	How well does the school care for its pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Most pupils who come to the school live in the immediate locality, which consists largely of local authority housing. However, a number of parents, particularly of higher attaining pupils, opt to place their children in schools in the adjacent local education authority and, even when these pupils begin their education at Rokeby Park, they leave the school at different stages. The school has no pupils from ethnic minority groups. The attainment of children entering the Nursery is below that normally found.

With 188 pupils on roll between the ages of three and eleven, the school is below the average size for primary schools. Of these 188 pupils, 14 are attending the Nursery on a part-time basis. There are slightly more girls than boys on roll. Some 31 per cent of pupils are eligible for free school meals and this is above the national average. The percentage of pupils on the school's register of special educational needs is about average. One of these pupils has a statement of special educational needs and, at 0.5 per cent, this is below the national average. The available social indicators suggest that the area from which the school draws its pupils has above average social disadvantage.

HOW GOOD THE SCHOOL IS

In 1999, in the National Curriculum tests at the end of Key Stage 1, the school's results were well below the national average in reading, below the national average in writing and broadly in line with the national average in mathematics. In comparison with schools drawing their pupils from similar backgrounds, the school was average in reading, above average in writing and well above average in mathematics. At the end of Key Stage 2 in 1999, the school's results were below the national average in English and science and well below in mathematics. However, in comparison with similar schools, the school's results were well above average in English, above average in science and broadly average in mathematics.

The quality of teaching in the school is good, overall.

The headteacher supported by other key staff and the governing body, provides very good leadership. Since her appointment in 1995, she has worked unstintingly to raise the quality of education in the school. There is a shared commitment to school improvement, but achieving a steady and consistent rate of improvement across the key stages has proved elusive. However, the school's attainment in comparison with similar schools is good, overall, and this is to the school's credit. Given its good improvement since the last inspection, the high quality of care provided for its pupils and its levels of attainment in comparison with similar schools, Rokeby Park provides good value for money.

What the school does well

- The quality of teaching is good, overall, and has improved markedly since the last inspection.
- Pupils' attitudes to learning and behaviour are good, overall.
- Relationships are good and pupils are very aware of the effect of their behaviour on others.
- Provision for children under the age of five is very good.
- Provision for pupils with special educational needs is very good.
- The school provides a very good range of learning experiences in and out of class.
- All pupils have equal access to the curriculum and the provision for their personal, social and health education is very good.
- The school has very good links with parents who are very supportive; the school has an impressive concern for its pupils as members of their families and local community and offers high quality support.
- The leadership provided by the headteacher, very ably supported by her deputy and other key staff, is a strength of the school.
- The governing body fulfils its role effectively.

What could be improved

- Attainment at the end of Key Stage 2 is well below the national average.
- The available equipment for information and communications technology prevents pupils from reaching satisfactory levels of attainment.
- Large play equipment is not readily available to children in the Nursery.

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 last inspected in November 1996, and, since then, its rate of improvement has been good. The quality of teaching has improved and is now good, overall. Standards of work have improved in science and geography. Standards of attainment in information and communications technology have not improved to the same extent because of the lack of good quality hardware and software. However, improvement at Key Stage 2 is less secure because there has been a dip in the quality of teaching and learning in the middle of the key stage in all subjects and the creation of three large classes in the afternoon has been unsuccessful. The quality and quantity of the equipment has inhibited improvement in information and communications technology.

Schemes of work are in place in most subjects and provide a useful framework for the development of pupils' knowledge and understanding. They are being adapted to take account of the changes to the curriculum planned for September 2000, when the school intends to have schemes of work for all subjects. The requirements of the National Curriculum are met in all subjects except information and communications technology.

Subject co-ordinators now play a greater role than in many schools of this type in monitoring and evaluating the quality of learning in their subjects. Assessment procedures have been much improved since the last inspection, and are used well to promote progress for individual pupils.

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	D	E	D	A
mathematics	E	E*	E	C
Science	E	E*	D	B

Key

well above average A

above average B

average C

below average D

well below average E

very low in relation E*

to the average

Since the last inspection, the rate of improvement in the school's standards of attainment, as measured by the end of the Key Stage 2 National Curriculum tests, has been broadly in line with the average national trend. Inspection evidence suggests that attainment in English, mathematics and science is below the national average at the end of Key Stage 2.

However, this is partly the result of pupils having little confidence in themselves so that they are unwilling to answer questions even if they know the answer. They also lack confidence when applying what they know to new situations. Attainment in information and communications technology is below the national expectation. Attainment in art, design and technology, geography, history, music and physical education matches that which is normally found for 11 year olds.

Attainment in religious education at the end of Key Stage 2 is in line with what is expected for pupils following the locally agreed syllabus. Pupils with special educational needs make good progress in relation to their previous levels of attainment and children under the age of five reach the required standard in all areas of learning except physical development. Pupils make sound progress in Key

Stage 1, but do not reach the national average by the age of seven. The school is in line to meet its targets for 11-year-olds for attainment in English and mathematics in this academic year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They are keen to participate in lessons and to respond to questions.
Behaviour, in and out of classrooms	Most pupils behave well both in and out of class. However, when Key Stage 2 pupils are formed into three large classes in the afternoon, behaviour deteriorates.
Personal development and relationships	Relationships between pupils and between pupils and adults are good. Pupils develop well in personal terms and are well supported by adults.
Attendance	Attendance is good, overall.

TEACHING AND LEARNING

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

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.

Overall, the quality of teaching in the school is good. In some 70 per cent of the lessons observed, teaching was at least good, with 19 per cent being very good and 7 per cent being excellent. Of the remaining 30 per cent of lessons, 28 per cent were satisfactory and only 2 per cent unsatisfactory. The teaching of the basic skills of literacy and numeracy is good, overall, but is inconsistent across the key stages. Teaching successfully meets the needs of all pupils.

The best teaching successfully captures and retains the interest of the pupils for the whole lesson. Pupils understand clearly what they are doing and why. These lessons benefit from the teachers' enthusiastic and imaginative approaches to teaching and learning. The lesson moves forward at good pace so that pupils work with enthusiasm and enjoyment. In these lessons, behaviour management and lesson organisation appear effortless. These features are less evident in Key Stage 2 in the afternoons when pupils have been split into three large classes. In these lessons, the time taken to manage behaviour slows the pace of lessons so that pupils become distracted and lose interest.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, overall. The provision for information and communications technology does not meet the requirements of the National Curriculum. Children in the Nursery do not have ready access to large play equipment.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs, both in class and in the short periods when they are withdrawn for more focused support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for personal, social and health education is very good. The provision for spiritual, moral, social and cultural development is satisfactory.
How well the school cares for its pupils	Support for individual pupils to promote academic progress is good. Pupils are well cared for in personal terms.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, her deputy and other key staff provide very good leadership. This has been central in improving the school since the last inspection.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well, and a number of governors contribute regularly to the school's work.
The school's evaluation of its performance	The school has good systems in place for evaluating the success of its initiatives; strategic planning takes account of these evaluations.
The strategic use of resources	The school's resources, both human and physical, are well used.

The school has sufficient teachers and support staff to teach the National Curriculum and religious education effectively. The accommodation is generous for the school's current numbers and is well cared for. Resources for learning are adequate, overall, with the exception of the provision for information and communications technology and large play equipment for children in the Nursery.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children make good progress. ▪ Teaching is good. ▪ Parents feel comfortable when approaching the school with concerns. ▪ The school expects children to work hard and do their best. ▪ The school helps children to become mature and responsible. ▪ The school is well led and managed. ▪ The school promotes good attitudes and values: it compensates well for social deprivation. ▪ Children like school. 	<ul style="list-style-type: none"> ▪ 14 per cent of parents have concerns about behaviour. ▪ 17 per cent question the amount of homework. ▪ 16 per cent would like more information about progress. ▪ 10 per cent disagree that the school works closely with parents. ▪ 30 per cent disagree that the school provides an interesting range of activities outside lessons.

The school distributed 202 questionnaires to parents and carers, and 20 were returned (14.8 per cent). The percentages above refer to the returned questionnaires and, so, reflect the views of less than one sixth of parents.

The inspection supports the positive views held by parents. Behaviour is good, overall, although a few pupils have short concentration spans and can be disruptive, especially in Key Stage 2 in the afternoons. Homework is set and plays a useful role in learning. The school takes more steps than many schools of this type to inform parents about their children's progress and to work closely with parents. The school also has a wide range of activities outside class, although, as is the case in most schools, most of these are for older children. The inspection found that the school had good arrangements for lunchtime supervision and that most pupils wear uniform.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the National Curriculum tests at the end of Key Stage 1 in 1999, in reading 86 per cent of the school's pupils attained the national expectation of level 2 compared to 82 per cent attaining at least level 2 nationally. However no pupils attained the higher level 3, while 29 per cent of pupils attained this level nationally. In writing, 77 per cent of the school's pupils attained at least level 2, and 9 per cent attained the higher level 3. This compares with the national figure of 83 per cent attaining level 2 at least, and 8 per cent attaining level 3. In mathematics, 90 per cent of the school's pupils attained at least level 2, and 9 per cent attained level 3. Nationally, 87 per cent attained level 2 at least, but 21 per cent attained level 3.
2. Standards of attainment in reading have declined since the last inspection while standards in writing have improved slightly. However, both remain below the national average. Attainment in mathematics has varied in the years 1996 to 1999, but has generally been above the national average. In 1999, boys outperformed girls in reading, but, at the end of Key Stage 1, pupils were nearly two terms behind the national average in reading. Girls outperformed boys in writing and mathematics; the school's pupils were about half a term behind the national average in writing, but fractionally ahead in mathematics. In comparison with schools which draw their pupils from similar backgrounds, this school's pupils were broadly average in reading, above average in writing, and well above average in mathematics.
3. At the end of Key Stage 2 in 1999, in the National Curriculum tests in English, 70 per cent of the school's pupils attained at least the national expectation of level 4, which was the same as the national figure. However, only 10 per cent of the school's pupils attained the higher level 5 compared to 22 per cent nationally. In mathematics, 57 per cent attained at least level 4 and 7 per cent attained level 5. The national figures were 69 per cent for level 4 at least, and 24 per cent at level 5. In science, 77 per cent of the school's pupils attained level 4 at least compared with 78 per cent nationally, and 17 per cent attained level 5 compared with 27 per cent nationally.
4. In each subject, girls outperformed boys by a significant margin. In English, the standards of attainment of the school's pupils were about half a term behind the national average when leaving the school; in mathematics, they were almost two terms behind and in science almost one term behind. In comparison with schools drawing their pupils from similar backgrounds, Rokeby's pupils are well above average in English, average in mathematics, and above average in science.
5. The school has evidence that a number of pupils from its catchment area either never attend the school, or leave before the age of eleven. This is because their parents opt to place them in schools in the adjacent local education authority. It is clear that most of these pupils have the potential to obtain at least the national expectation in the National Curriculum tests at the end of Key Stage 2. While it is difficult to be precise about the extent to which this pattern of leaving affects the school's levels of attainment as measured by the tests, there can be little doubt that the effect is adverse. However, the decline in attainment during Key Stage 2 has been the result of inconsistency in the quality of teaching. The school is aware of this and has worked hard and effectively to correct the situation.
6. Pupils with special educational needs make good progress in their learning, particularly in their reading and number skills. While their standards remain below what is expected for pupils of their age, their standards are satisfactory in relation to their identified needs and targets. These pupils' individual education plans set clear and specific targets which are achievable and suitably challenging. Progress towards them is measured by careful and thorough assessments and teachers then use the information obtained well to assess progress, plan future work and set new targets.

7. The school has successfully introduced the National Strategies for Literacy and Numeracy and these are beginning to have a positive impact on attainment. However, in English, lack of opportunities to practise extended writing in different forms, especially in Key Stage 2, is holding back attainment. In mathematics, the mental mathematics exercises, which form part of the strategy, are improving pupils' use of number. But many pupils, especially average and low attaining pupils, lack the confidence to apply their knowledge to new situations. In 1999, the school exceeded its target for attainment in English and was only one per cent short of its target in mathematics.
8. Attainment in information and communications technology is below that found in most schools of this type at the end of each key stage. The school's equipment is basic and resources are more thinly spread than is the case in many schools. As a result, pupils have fewer opportunities to use computers to support their learning across the subjects of the curriculum and, in this way, to build up their skills.
9. In religious education, pupils at the end of both key stages are attaining standards which are in line with those expected for pupils following the locally agreed syllabus.
10. In art, design and technology, geography, history, music and physical education, pupils are attaining the standards which would be expected at the end of each key stage. There have been improvements in geography and science since the last inspection.
11. The school recognises that it needs to continue to raise standards of attainment in the core subjects of English, mathematics, science and information and communications technology. The inspection's findings are that attainment in English, mathematics and science is close to the national norm at the end of Key Stage 1, but remains below the national expectation at the end of Key Stage 2. This is largely the result of the lack of confidence of many pupils in Year 6, which prevents them from using their knowledge, skills and understanding in unfamiliar situations. They have not effectively developed their skills and knowledge through the key stage. This is partly the result of a dip in the quality of teaching and learning in the middle of the key stage and partly the result of combining the four single age classes into three larger classes in the afternoons, which disrupts the normal routine of class learning. The school has plans in hand to resolve the second of these problems for September next by retaining normal class teaching throughout the day.

Pupils' attitudes, values and personal development

12. Attitudes, values and personal development are good, overall. Almost all pupils enjoy coming to school and show their enthusiasm. They mostly sustain interest in their work in class and during activities outside school. Children under the age of five are happy and confident and attain the expected level in personal and social development.
13. Opportunities for pupils to develop independent learning skills, through natural curiosity and their own research, are good. In class, pupils usually participate well in question and answer sessions and are eager to respond to teachers' questions. They show enthusiasm and interest in their own performance and sometimes break into spontaneous applause when they see their classmates' work being displayed at the end of a lesson. Pupils with special educational needs get on well and, for most lessons, they are well integrated into their classes. Their enthusiasm and concentration are indistinguishable from other members of the class.
14. Behaviour is good almost everywhere in the school. In the Nursery and in Key Stage 1, behaviour is particularly good. However, there is a downturn in the standard of behaviour and attitudes in some of the Key Stage 2 classes. This occurs when year groups are combined during the afternoon period to form large classes. The school has recognised this problem and is taking action to resolve it. For Year 6 pupils, who are less affected by class size changes, behaviour is exemplary.
15. The absence of oppressive behaviour, including bullying, and of gender discrimination is a strength of the school and contributes well to the quality of the pupils' educational experience. Pupils move around the school in a very orderly way and play well together at break times. The

code of conduct for rewards and sanctions is accepted as fair and is well understood by everyone. Few incidents of inappropriate behaviour were seen during the inspection. No pupils have been suspended from the school in the last year.

16. Attendance is good and there are no cases of persistent absence. The school day and all lessons usually start promptly, ensuring that teaching and learning time are not reduced.
17. The provision for the personal development of pupils is good. Some initiatives that encourage personal responsibilities are in place. In addition to the day-to-day assistance given to teachers, older pupils help younger members of the school community. For example, paired reading has been developed between older and younger pupils. Year 6 pupils help the Nursery children in the dining hall by cutting up their food.
18. Relationships are good between teachers and pupils and among pupils themselves. Most teachers are highly successful in transmitting their enjoyment of learning to their pupils. Pupils are aware of the need to be considerate for the needs of others, respecting their views and beliefs. Staff support these values very well through the example that they set. The good quality of relationships enhances the ethos of the school.
19. Since the last report, standards of behaviour and positive attitudes to the school have been maintained, overall.

HOW WELL ARE PUPILS TAUGHT?

20. There has been a marked improvement in the quality of teaching since the last inspection, and, overall, the quality of teaching is now good. The key issue from the last inspection, to raise standards of teaching to the level of best practice across the school, has been addressed satisfactorily. There remains some variation in the quality of teaching, but at a higher level of effectiveness. The 25 per cent of teaching which was judged to be unsatisfactory in the last inspection has been almost entirely eliminated and in this inspection only one lesson was judged to be unsatisfactory.
21. However, the pattern identified in the last inspection continues. Teaching in the Nursery is very good, overall, and, on occasions, excellent. Children get a very good start to their education in the school as result of the interesting and imaginative learning experiences planned for them. These experiences enable the children to build up their skills and knowledge in a structured way, which challenges them and raises their understanding and awareness. There is clear evidence of added value in the foundation stage.
22. In Key Stage 1, the quality of teaching is good overall. It is rooted in a clear appreciation of the needs of the pupils and clearly focused activities to build up knowledge, skills and understanding. The successful learning is rooted in friendly but workmanlike relationships in which pupils are secure, but in which they understand that they are there to learn.
23. In Key Stage 2, the quality of teaching is sound, overall. Half the lessons were judged to be satisfactory and one unsatisfactory. Of the rest, seven out of the ten lessons were good, two very good and one excellent. There is good teaching at the beginning and end of the key stage. Much of the satisfactory teaching is in the afternoons when the whole key stage is divided into three very large, mixed age classes. The quality of teaching and learning then deteriorates because too much time is needed to manage behaviour, so that the pace of lessons slows and interest wanes.
24. The most successful teaching is characterised by effective planning in which the purpose of the lesson is made absolutely clear to the pupils. This is followed by clarity of explanation as the lesson proceeds so that pupils always know exactly what they are doing and why. These lessons benefit from very good relationships between pupils and between pupils and adults so that the management of behaviour appears effortless. Pupils and adults work together with interest and enthusiasm. Good use is made of plenary sessions to reinforce what has been learned and this is underpinned by effective use (not overuse) of encouragement and praise. This was exemplified by a pupil who said, 'I enjoy the plenary session because it helps me to

- understand any parts of the lesson I wasn't sure about'. In the most effective lessons, pupils with special educational needs are very well provided for and the tasks that are set challenge groups of pupils of different levels of attainment well. Expectations, both for conduct and effort, are high, and well targeted questioning tests and reinforces understanding.
25. Where teaching and learning are less impressive, there are occasional examples of less rigorous lesson preparation which results in pupils being less well motivated and the management of behaviour being less secure. Failure to provide stimulating learning materials further de-motivates pupils.
 26. Teachers have good strategies, overall, for teaching the basic skills of literacy and numeracy. The National Strategies for Literacy and Numeracy have been successfully introduced and teachers have a secure understanding of their methodologies. However, pupils in Key Stage 2 are being given insufficient opportunities to practice extended writing in various forms, or to use and apply the mathematics that they are learning. The teaching of basic skills is underpinned by the fact that teachers know their pupil well. Work is regularly marked and most teachers use the information from marking and other forms of assessment to promote further progress for their pupils.
 27. This use of information and communications technology to support learning in subjects across the curriculum varies, but is unsatisfactory, overall. This is largely the result of the school's sparse and outdated provision of hardware and software and the school recognises the need to improve its provision in terms of quality and quantity as soon as possible.
 28. All teachers and support staff provide a good level of support for pupils with special educational needs. This effectively promotes the progress that these pupils make in their learning, especially in English and mathematics. Targets set for these pupils are challenging, but can be achieved within a normal classroom setting. They are practical and clear and are easily understood by staff, parents and pupils.
 29. Teachers' subject knowledge and understanding are now more secure, overall, than was the case at the last inspection. Plans for further professional development in information and communications technology will improve this further. Lesson planning has improved so that what is to be learned in each lesson is more clearly pin pointed. Methods of assessing pupils' progress and the use made of this assessment have improved. As a result, pupils' learning and progress are more thoroughly managed. This is now very good in the Nursery and good in Key Stage 1. The school has plans to improve the situation in Key Stage 2 by discontinuing the large classes in the afternoons. This is a good rate of improvement since the last inspection. It has not yet had its full impact on attainment at the end of Key Stage 2, because the school has needed time to improve the quality of teaching in the middle of the key stage.

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

The curriculum

30. At the time of the previous inspection the curriculum for under fives, Key Stage 1 and Key Stage 2 was judged to be reasonably broad and balanced. Findings from this inspection show that the quality and range of learning opportunities are now satisfactory throughout the school in the majority of subjects. In English, writing, particularly at Key Stage 2, requires a greater emphasis and aspects of information and communications technology need to be developed. The lack of provision of large play apparatus in the Nursery means that the staff are unable to meet all learning outcomes in physical development. The curriculum meets statutory requirements at both key stages with the exception of information and communications technology; it incorporates all National Curriculum subjects as well as religious education and provides a satisfactory balance in time allocated for all core and foundation subjects. The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares pupils well for the next stage of their education. The governors have an appropriate policy for sex and drugs education, which gives a sound provision. Weaknesses in National

Curriculum coverage highlighted in the last report have been successfully addressed, and schemes of work are now in place for most subjects and are being developed in line with changes to the curriculum planned for September 2000. Overall, the improvements made to the curriculum since the last inspection have been good.

31. The curriculum for pupils with special educational needs is carefully planned and organised to give them equality of access to the full curriculum the school provides. Whenever possible, pupils are taught within the classroom alongside their peers. This has a positive impact on their self-esteem. On occasion, mainly during the guided reading session in literacy lessons, pupils are withdrawn for focused work on their specific targets. All members of staff are aware of pupils' individual education plans and the requirements of the pupil with a statement of special educational needs are fully implemented. All pupils have equality of access to the curriculum and to all aspects of school life. During the inspection, no examples of inequality were observed.
32. Strategies adopted by the school for teaching both literacy and numeracy are good and are having a positive impact on standards, particularly at Key Stage 1 in English. Literacy lessons are well planned and are taught with an enthusiasm that persuades pupils to become involved and overcome their lack of confidence in using language. The additional emphasis on mental mathematics in the National Numeracy Strategy is already encouraging pupils to think about the best methods to use when attempting calculations.
33. The provision for extra-curricular activities continues to enrich the overall curriculum. Pupils benefit from a wide range of activities, which include sporting opportunities, a science club and collectors club as well as dance opportunities and a choir and singing club. In Year 6, pupils can join the homework club and, when they leave, they enjoy a leavers' day at the Costello Stadium. A number of visits are arranged and visitors come into the school to enhance the curriculum in various ways. Pupils expressed their appreciation of these activities and said how much they enjoyed them. The school places great importance on these activities as they add an additional richness to the experiences of the pupils.
34. The school makes very effective provision for personal and social education both through the science curriculum and through the many opportunities that are taken in all subject areas to address issues that affect the lives of pupils and their welfare.

Pupils' spiritual, moral, social and cultural development

35. Overall, the provision for promoting the spiritual, moral, social and cultural development of pupils is satisfactory. Assemblies every morning are essentially spiritual occasions, with a range of visitors providing a stimulating variety. Pupils are attentive when themes such as 'people supporting each other' are explored and sing with enthusiasm. The school prayer is known to all and said reverently. Christian festivals are acknowledged throughout the year and different church denominations contribute. Within lessons, there are some occasions when pupils celebrate the wonder of new discoveries, for example, in a mathematics lesson when pupils experienced delight in constructing mathematical models.
36. Moral awareness is satisfactory throughout the school. A good foundation is laid, so that pupils know what is right and wrong. Pupils accept reprimands as fair and appreciate the many rewards for good conduct, as well as those for improving their work. The school acknowledges pupils' progress in weekly celebration assemblies.
37. The social development of pupils is sound. In most classes, pupils respond readily to the need for the organisation of lessons. In group work, almost all pupils work well together, giving not only mutual support in group tasks, but also listening carefully to contributions from their classmates. Some of the Year 6 pupils help in the dining room and assist in hearing younger pupils in reading from time to time. A charity collection each year enables pupils to think of those whose needs are greater than their own and parcels are delivered to elderly people in the local area after the Harvest festival.
38. Culturally, the school gives its pupils satisfactory opportunities for development, ranging from

visits by travelling music groups to going into the city centre to experience story telling and a book exhibition. Each Easter, many pupils perform in a musical and speaking production. The school choir, which consists mainly of girls from Key Stage 2, performs in a concert in the City Hall each Christmas. Visiting music teachers, who give opportunities for pupils to learn stringed or brass instruments, extend musical experiences for a few pupils. In history, all pupils are made aware of the different developments in cultures over time, for example of the religious changes in Britain. Awareness of the different cultures that make up modern Britain is less well developed and this is important for pupils in an area which offers limited opportunities for first hand experience.

39. Since the last inspection, the school has maintained its sound standards in spiritual, moral, social and cultural awareness.

Links with the community

40. The contribution of the community to pupils' learning is good. Many people from the community assist in school, including a retired policeman and a retired college lecturer. A well-attended reception was held to give the inspection team an opportunity to meet the local community who expressed their interest in the school and their appreciation of its work.
41. Ministers and lay people from four local churches willingly assist in school. For example, a representative of the Church Army led an inspiring assembly during the week of the inspection. Although the school has a limited number of joint ventures with the world of business and industry, some constructive links have been formed. Pupils were able to learn about science and technology when a major supermarket sponsored a visit from a hot air balloon. Teachers have also benefited from their partnership with an aerospace company, which provided training in information and communications technology.
42. Visits and visitors extend the pupils' curricular knowledge. Theatres, drama performances in school and a visit to a bookshop are featured in attractive photograph albums. Using the Internet, pupils are now able to take advantage of rich resources for learning from around the world. The school has a sophisticated web site that has been built by a governor.

Relationships with partner institutions

43. Relationships with partner institutions are satisfactory. The school has all the usual processes in place that are required to ensure a smooth transfer at the end of Year 6, mainly to two local secondary schools.
44. The school regularly sponsors teacher training students and work placements for trainees. These provide valuable additional resources in class.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school's systems for assessing pupils' attainment are good. They provide a suitably wide range of information about the pupils. The school's use of assessment to develop and modify the curriculum so as to improve standards, is satisfactory. This is an improvement since the last inspection.
46. The school has a clear over view of how assessment can be used to guide curricular planning. There are effective procedures for the systematic assessment of the impact of the National Literacy and Numeracy Strategies on pupils' standards of attainment. Assessment and monitoring procedures for science are satisfactory. The school has a clear picture of pupils' progress and standards in the core subjects at Key Stage 1. It builds systematically on pupils' previous knowledge as they move on to work at Key Stage 2. There is a programme for structured monitoring and evaluation of work in the core subjects of information and communications technology and religious education. This is an improvement since the previous inspection.

47. There are effective systems in place for assessing the attainment of children under five. The school uses these assessments well to plan for the next stage in children's learning. There is a careful analysis of data from the baseline assessments undertaken on entry to the Nursery and Reception classes. The Nursery and Reception members of staff use these findings well to plan work and set clear targets for individual children.
48. The school's assessment procedures for pupils with special educational needs are good. All members of staff ensure that pupils with special educational needs are encouraged to become independent in their learning and social skills. They take all available steps to promote self-esteem and self-confidence. Teachers use assessment very effectively to identify needs at an early stage. This process involves all members of staff. They chart pupils' achievements and progress, and track them systematically. Pupils move up and down the register for special educational needs as their needs change.
49. The school sets targets for pupils to help them to improve their attainment levels in the core subjects. It ensures that the targets relate to the individual needs of pupils and that they and their parents understand their targets. There is careful monitoring of progress towards these targets and the school celebrates pupils' success well to encourage further efforts.
50. A good child protection policy is in place and has proved to be effective. Vigilance is maintained by staff who regularly keep their knowledge in this area up to date through training and discussions at staff meetings. Newly appointed staff are made aware of all welfare policies during the time of their induction.
51. Health and safety issues are a priority in the school, and incorporate a sound health and safety statement. Frequent risk audits are conducted by a team that includes a teacher, a governor and the caretaker. Routine testing of fire extinguishers, portable electrical equipment and safety certification testing is regularly carried out. No health or safety hazards were observed during the inspection.
52. Day-to-day welfare procedures are sound. For example, staff have had training for first-aid and pupils receive a good standard of care for minor injuries. Lunch time supervisors understand and practise the caring philosophy of the school. They have first-aid skills and are well able to monitor and control behaviour. Lunches are eaten in a civilised and well-supervised atmosphere.
53. Procedures for monitoring and improving attendance are good. To promote good attendance, awards are made and given out at celebration assemblies. Class teachers complete the reasons for absence or lateness in registers. Parents are contacted in the event of an unexplained absence and a 'Late Book' is used for monitoring prompt arrival. The Education Welfare Officer visits the school every week to check registers for records of absence. The school has no cases of persistent absence.
54. Procedures for monitoring and promoting good behaviour are good. Pupils are well aware of the procedures for rewards and sanctions and accept the arrangements as fair and equitable. The school's caring ethos has the effect of promoting good behaviour.
55. Procedures for monitoring and eliminating oppressive behaviour are very good. There is an anti-bullying policy which pupils clearly understand. During the inspection, no bullying was observed.
56. Good provision is made for personal and social education, including the sensitive teaching of sex education and drugs awareness to older pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Links with parents and pupils' families are a strength of the school, enhancing teaching and learning through home links. Parents have very positive views of the school and they know that their children are happy there. Their children are helped to become mature and responsible citizens. Parents feel able to approach the school with questions and concerns, and most feel they know how well their children are progressing.

58. Some aspects of the school did not find favour with all parents, including the lack of sufficient activities outside lessons. There are, in fact, many activities, such as those that promote the curriculum, including a science club, a homework club and one for collecting artefacts of interest, but they are mainly for older pupils, as is normally found. In addition, there are a number of musical and sporting events, again mostly for older pupils.
59. A small minority of parents is concerned about behaviour. During the inspection, behaviour in and around the school was almost always good. However, in the afternoons, when year groups are combined into large classes in Key Stage 2, behaviour deteriorates. Most parents are aware of these circumstances and the school is taking action to address this issue.
60. The quality of information provided for parents, particularly about pupils' progress, is very good. Arrangements are made to give parents the opportunity to meet teachers to discuss their children's progress. There are two formal meetings in the autumn and spring terms as well as an invitation to an informal meeting after annual reports have been distributed to parents at the end of the summer term. Many of the reports are very well structured, showing the current level of attainment, targets that pupils need to reach, and how parents can help their children to overcome weaknesses.
61. Parents of children in each class receive a letter every term to make them aware of the topics being taught. The school helps to keep parents up to date by arranging curriculum meetings, such as the one for literacy, which was presented by a governor. The school's prospectus is informative, and newsletters are also useful in informing parents about activities.
62. The contribution of parents to children's learning at school and at home is good. Both parents and a number of voluntary helpers come into school on a regular basis to assist with reading, music, craft skills and information and communications technology. For example, one grandmother contributed to a history lesson by presenting her experiences of life during World War II, thus giving the topic a reality that would otherwise have been missing.
63. The Friends of Rokeby Association is active in raising funds and organising social events. Many projects have been sponsored by the association, such as providing books, gymnastic equipment and building the environmental pond in the quadrangle. Since the last report, the school has continued to maintain its good links with the parents and other members of the community and they contribute well to the quality of the education provided.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The school has a clear vision of what it aims to achieve for its pupils and this is contained in its Statement of School Aims which underpins all its work. The aims emphasise that all pupils matter and have their own contributions to make. The school seeks to develop all pupils to their potential academically in 'a place where children enjoy learning, and where there is an atmosphere of happiness and laughter, security and confidence'. Moral values, self-respect and tolerance for others are fundamental. What the school wants for its pupils is summarised in its maxim 'Counting and Caring, Loving and Sharing'. This philosophy is reflected throughout the school's work.
65. Since the last inspection, the headteacher, very ably assisted by her deputy and other key staff, has worked unstintingly and successfully to move the school forward. All the key issues in the report from the last inspection have been addressed with at least some success. The quality of teaching has improved markedly. Standards of work in geography and science have improved: there has not been a similar improvement in information and communications technology because the quality and quantity of the available hardware and software prevent this. Schemes of work now facilitate a systematic build up of knowledge, skills and understanding as pupils move through the key stages. Schemes of work are being adapted to take account of the changes to the curriculum planned for September 2000. The roles of subject co-ordinators have been developed and they are now effective, overall, in monitoring and evaluating the quality of teaching and learning in their subjects. Assessment systems have been developed and are now used effectively to track the progress of individual pupils and promote their further

development. This is a good rate of improvement since the last inspection.

66. The school has a clear commitment to equality of opportunity and this is evident in all aspects of the school's work. This principle of equality works effectively for pupils with special educational needs. The school makes very good use of the special needs support service and buys in extra teaching time. This has a beneficial effect on learning, progress and standards. The support assistants receive suitable training to enable them to fulfil their roles effectively. This area of the school's work is very well managed by the special needs co-ordinator and she is ably supported by the governor with responsibility for special educational needs. The budget for special educational needs is carefully analysed and costed so that the best value can be gained from the available resources. The provision for special educational needs is very good and this is a clear improvement since the last inspection.
67. The Nursery is also very well managed. The learning opportunities planned for children entering the Nursery are carefully managed, so that they make significant progress in their first year of formal education. Their learning is managed so that they make clear progress in all the nationally agreed areas of learning. Only the lack of easy access to large play equipment hinders their learning in one area of physical development.
68. The school's systems for strategic planning are good. The School Improvement Plan reflects the school's agreed priorities for development and is written following extensive discussions within the teaching staff and the governing body. It is costed and finance is identified within the budget to put the improvements in place. Progress towards the targets is monitored by an identified responsible person, so that further targets can be identified and planned for. Medium term plans for teaching and learning are rooted in the subject schemes of work and are used as a basis for weekly lesson planning. The headteacher monitors medium and short term planning, and the monitoring and evaluation of teaching and learning where she is supported by subject co-ordinators.
69. The governing body fulfils its role well and meets statutory requirements. Many governors are regularly in school supporting teaching and learning and so are able to base their discussions on a secure knowledge of the school's strengths and needs. For example, the chair of the governing body acts as the school's pianist, and spends each Wednesday afternoon in school supporting teaching and learning in music as well as supporting the school's performances. Similarly, the governors responsible for special educational needs, numeracy and information and communications technology are regularly in school supporting the school's work in these areas. All governors have a responsibility for a curriculum area. The governing body has appropriate committees and is effectively involved in setting the budget and in monitoring expenditure over the financial year. The governors have been fully involved in developments since the last inspection.
70. The senior management team consists of the headteacher and deputy headteacher. It meets very frequently, but informally. Its ideas are taken either to full staff meetings or to key stage meetings where they are formalised. These meetings are minuted. The headteacher ensures that the school's daily routines are clearly understood and are effective in promoting learning and progress. Specific grants, for example, for special educational needs and for the professional development of staff are used appropriately. The school uses its human and physical resources well and has good systems in place to get the best value from its expenditure. New technology is well used in administration, but its use to promote learning across the curriculum is unsatisfactory.
71. The teaching staff are well qualified and contain a wide range of experience. They are well placed to teach the National Curriculum and religious education effectively. There are arrangements for the induction of new staff, but procedures for the appraisal of teachers are currently in abeyance. There is a good supply of experienced classroom assistants who support pupils' learning well. Their efforts are well supported by a dedicated group of parents and friends who regularly support the school's work and whose efforts are much appreciated. The school's administrative assistant manages day-to-day expenditure and the school's accounts efficiently and is well supported by other clerical staff. The school's accounts were last audited in March 1997; the report was largely supportive of the school's systems and its

recommendations have been incorporated into the school's procedures. The school employs a 'peripatetic bursar' from the local education authority's service, who is valuable not only in supervising day-to-day expenditure, but also in assessing the viability of longer term financial projections.

72. The school's accommodation is generous for its current numbers and is in good condition, apart from some external paint work and problems of leaking from the flat roof above the hall. The school has the benefit of an attractive site with adequate hard play and grassed areas. The building and its surrounds are kept in very good condition by the caretaker and his team and this contributes significantly to the quality of the pupils' learning environment. Resources for learning are sound, overall, although the quantity and quality of hardware and software for information and communications technology prevents this subject from playing a full role in pupils' learning across the subjects of the curriculum.
73. The headteacher is very successful in promoting a secure learning environment in which all pupils feel valued. Standards of attainment have risen, overall, since the last inspection at broadly the same rate as the national trend. However, the rate of improvement has been erratic and inconsistent across subjects. For example, mathematics has consistently been the strongest subject at the end of Key Stage 1 and the weakest at the end of Key Stage 2. The inspection identifies lack of confidence among pupils at the end of Key Stage 2 and a dip in the quality of teaching and learning in the middle of Key Stage 2, together with the creation of three large classes in the afternoons in Key Stage 2, as significant reasons for these inconsistencies. The headteacher has identified some of these reasons and has plans in place to address them.
74. The headteacher and her staff have a will to improve standards of attainment in the school. Given the good level of improvement since the last inspection and the clear sighted and purposeful leadership of the headteacher, her deputy and other key staff, the school is well placed to continue to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve further the quality of education provided by the school, the governing body, headteacher and staff should:
 - a) improve attainment at the end of Key Stage 2 by:
 - increasing opportunities for pupils to practise longer pieces of writing in various forms;
 - improving pupils' confidence in mathematics by increasing their competence in mental mathematics and by involving them in investigative approaches to mathematics throughout the key stage;
 - identifying what each teacher does well to promote successful learning and disseminating best practice;
 - agreeing where improvements are needed to make learning more effective and taking appropriate steps;
 - ensuring that pupils of all levels of attainment are set challenging learning goals in each lesson (see paragraphs 3, 30, 98).
 - b) raise attainment in information and communications technology and fulfil the requirements

of the National Curriculum by:

- improving teachers' skills and confidence levels;
- developing and extending the use of information and communications technology in subjects across the National Curriculum;
- improving and extending software and hardware when possible in order to involve more pupils in a greater range of activities including individual research; (see paragraphs 8, 30, 72, 148,149).

Another issue which should be considered by the school:

- make readily available appropriate large play equipment for children in the Nursery (see paragraphs 30, 67, 77, 87).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

44

Number of discussions with staff, governors, other adults and pupils

40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	18	43	30	2	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	162
Number of full-time pupils eligible for free school meals	2	57

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	6.1
National comparative data	5.4

Unauthorised absence	%
School data	0.0
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	10	12	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	5	8
	Girls	12	12	12
	Total	19	17	20
Percentage of pupils at NC level 2 or above	School	86 (77)	77 (81)	91 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	7
	Girls	10	12	11
	Total	16	20	18
Percentage of pupils at NC level 2 or above	School	73 (79)	91 (85)	82 (86)
	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	9	21	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	7
	Girls	16	12	16
	Total	21	17	23
Percentage of pupils at NC level 4 or above	School	70 (65)	57 (59)	77 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	4	7
	Girls	14	13	16
	Total	16	17	23
Percentage of pupils at NC level 4 or above	School	53 (65)	57 (65)	77 (71)
	National	68 (65)	69 (68)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	148
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	24.6
Average class size	27.0

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	59

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	30

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

Financial information

Financial year	99/00
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	£
Total income	361,866
Total expenditure	361,345
Expenditure per pupil	1,666
Balance brought forward from previous year	15,577
Balance carried forward to next year	16,098

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	7	0	0
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	20	53	7	7	10
My child gets the right amount of work to do at home.	27	57	10	7	0
The teaching is good.	43	53	3	0	0
I am kept well informed about how my child is getting on.	33	50	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	60	30	0	3	0
The school expects my child to work hard and achieve his or her best.	77	17	3	0	3
The school works closely with parents.	37	47	10	0	3
The school is well led and managed.	40	53	3	0	0
The school is helping my child become mature and responsible.	30	63	3	0	0
The school provides an interesting range of activities outside lessons.	3	47	30	0	13

Other issues raised by parents

3 forms had written comments:

- 1 The Nursery is excellent.
- 2 Teaching good, but parents' concerns not effectively dealt with.
- 3 Uniform lax
Pupils should leave school at a different time to the secondary school - congestion.
Events should be held at times when working parents can attend.
Inadequate supervision at lunchtimes.
Need for earlier reports on progress.

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

75. At the time of the inspection there were 26 children in the Nursery, 12 attend full time, with the remainder attending either the morning or afternoon sessions. Children transfer to the Reception class at the beginning of the term in which they become five. Not all children attending the Nursery transfer into the Reception class, a number move into schools in the adjacent local education authority, attracted by the provision of Early Admission classes.
76. The Nursery makes very good provision for the children's all round development and education. The curriculum follows the nationally agreed learning outcomes very effectively in all areas with the exception of physical development, where the lack of access to large play equipment means that the children do not have access to a section of that area of learning. Staff in the Nursery have a strong commitment to providing the very best for the children and to helping them to reach the highest possible standards. They liaise well with the teacher in the Reception class to ensure a smooth transition as children move into the main school.
77. Staff in the Nursery, make very thorough assessments of all children as soon as it is practicable to begin making and recording observations. Parents are encouraged to contribute to this assessment. The results give the school a clear knowledge of what children know and can do and form a good basis on which to plan future work. The record system is thorough, very informative and gives all members of staff an effective base for the planning of work. The Nursery provides a very effective level of support for children with special educational needs and staff ensure that these children have full and equal access to all areas of learning.
78. Parents value and appreciate the work that children do in the Nursery and the continuing efforts of the staff to develop a real partnership between home and school. Every effort is made to keep parents well informed and involved in their children's education.
79. Most children enter the Nursery with standards that are below the expectation for their age in all areas of learning. Since the last inspection, the school has continued to make very good provision for the under-fives and high standards of early years' education have been maintained. Children attain the expected levels in all areas except physical development by the time they reach the age of five.

Personal and social development

80. Children settle quickly into the calm and secure atmosphere of the Nursery and make very good progress in developing their personal and social skills. They are self possessed and confident when moving around the Nursery. Children share and take turns amicably, for example, when working in the 'Three Bears Cottage', the present role-play area. Indeed, one boy was confident enough to tell a member of the inspection team that he could not come into the role-play area since it was already full. The children concentrate well on their tasks, such as playing Kim's game and identifying the missing object from the group. All children clearly enjoy their work and co-operate very well with each other and adults.
81. The children take extremely good care of resources in the classroom and quickly learn to tidy up after themselves. Often during tidying up they will help each other without being asked. The very good teaching by the Nursery team makes a positive contribution to the high level of progress. A marked feature of each session and one which makes a significant impact on the children's personal and social development is the quiet period when they enjoy a drink and a snack. During this time the staff promote good manners, care for each other, personal hygiene, and taking turns and sharing fairly. It is an extremely civilised session accompanied by good music, which promotes a sense of calm. Children understand and abide by the routines of the nursery, greet adults with respect and care and are eager to share with them what they are doing. By the time they are five, most children, including

those with special educational needs, are likely to achieve or exceed the expected levels in the development of their social skills.

Language and literacy

82. The provision for the development of children's language and literacy skills is very good and they have achieved the expected level by the time they are five. Children make very good progress in developing enjoyment of books and stories. Books become a source of pleasure and, through the use of regular, high quality stories, children quickly learn that pictures and print convey meaning. The Nursery staff build very effectively on this early learning. In story time the children sit, absorbed in the stories they are told and, in the role-play area, they write out imaginary shopping lists for the 'Three Bears' making their first tentative attempt at writing. Children learn to speak confidently to each other and to adults. The very good level of individual help and support the children receive increases and develops their speaking skills. All children learn to use pencils correctly. They increase their early writing skills very well in a range of activities that develops their hand and eye control. So successful is the teaching of literacy that a number of children are introduced to the school reading scheme and begin to take books home along with the school-home reading booklet. Children enjoy listening; they enjoy the opportunity to talk and are enthusiastic about books and stories.

Mathematics

83. The provision for children's mathematical development is very good. Children make very good progress in consolidating and developing their number skills. The members of the Nursery staff effectively develop these skills through a very carefully structured and detailed programme of work. This includes the use of construction activities, games and opportunities taken during each session, where counting skills can be developed. Children learn to form the dinner line in two's, they count the number of beakers of milk required and, after making the 'Three Bears' porridge, they tasted it, and produced a chart of those who liked it and disliked it. There is a very good level of support for all children. Most of them count to ten and beyond. They recognise numbers to ten and use them with confidence in everyday situations.
84. Through activities in the role-play area and organised games, children begin to use mathematical language such as bigger than and shorter than. All children learn and sing simple number rhymes and, by the time they are ready to enter the Reception class, they have developed a range of mathematical skills. The majority of children attain the desirable learning outcomes for mathematics by the time they are five.

Knowledge and understanding of the world

85. The school has good provision for developing children's knowledge and understanding of the world. Teaching in this area of learning is good and children make good progress. They have many opportunities in the Nursery to explore the natural and man made world. They explore and understand the environment they live in, closely observing how nature adapts to the changing seasons. They learn about simple life cycles and, whilst making porridge, they observe the dangers that arise when the hot milk pours onto the oats. Children use both the computer and the robot 'Roamer', and become confident when using the controls of this technology. By the time they are five, the majority of children are likely to meet the expectations of the desirable learning outcomes.

Physical development

86. The provision for physical development is good, overall, and covers all the desirable learning outcomes with the exception of large apparatus. Although the school has items of large apparatus, they are only available during lunchtime to the full-time children. Those who are only part-time do not have the opportunity to use large items of apparatus or wheeled toys. Children use the space outside the Nursery to learn to throw and catch and how to control a hoop or ball. Because of the poor skills that many children have when they

enter the Nursery, the teacher plans a wide range of activities involving drawing, cutting and sticking to help them to become more dextrous. In the school hall they extend their dramatic play as well as learning to use space well, whilst running, jumping and hopping. By the time they are five, the majority of children achieve the desirable learning outcomes, with the exception of the large apparatus experience.

Creative development

87. Provision for creative development is very good and children have attained the expected level by the time they are five. Children make good progress as they learn basic techniques and this enables them to use and control materials effectively. They hold brushes correctly and apply paint to paper with much confidence. They develop good observational skills and these, combined with their skill in using paint, enable them to produce paintings that are of quite exceptional quality. They thoroughly enjoy singing and playing instruments and will often, quite spontaneously, break into song. They remember pieces of music played during the quiet time and recall the title of the music and the composer when they hear it at a later date. Without hesitation, one little boy named the tune 'Sheep may safely graze', and then went on to tell us that it was written by Bach.
88. The quality of teaching in the Nursery is very good and, at times, exceptional. This consistently high quality of teaching reflects the level of progress children make in their first weeks in school. The staff work very effectively together, have a clear understanding of the needs of young children and plan an invigorating and exciting programme of work. They have high expectations of both achievement and behaviour and the children respond to this. There is an appropriate emphasis on literacy and numeracy, balanced with an equally appropriate wide range of other activities.
89. Children in the Nursery have a wonderfully positive attitude to their learning; they enjoy their work and concentrate well. Relationships are excellent and children and adults play and work very well together. Children are sensitive to the feelings of others and respect each other's work. They enjoy the company of adults and are eager to talk about what they are doing.
90. The Nursery is a strength of the school.

ENGLISH

91. The most recent results in the National Curriculum tests show that in 1999 standards of attainment in English at the end of Key Stage 2 were below the national average in terms of the percentage of pupils achieving the national target of level 4 or above. When results are compared with similar schools however, the school's results are very high. An analysis of trends over time shows that following a big dip in standards in 1998, the 1999 results show an upward trend to just below the national average. Inspection findings indicate that the current Year 6 cohort is still performing below the national average.
92. The reason for the low performance of the current Year 6 cohort is apparent when looking back at their previous performance and experience. In this group of pupils, over two thirds of the group are of below average attainment, the remaining third are of average or above average ability. This, coupled with an unsettled period of teaching in the previous two years, has created a group of pupils who are very lacking in self-confidence. The hard work and strenuous efforts of their present teacher has led to an improvement in their attainment, but this has been insufficient to raise their standards to average levels.
93. At the end of Key Stage 1, the results of the 1999 National Curriculum tests indicate that the percentage of pupils achieving the national target of level 2 or above was well below the national average in reading and below in writing. In comparison with similar schools the results in reading are broadly in line with the average, whilst they are above average in writing. Inspection evidence indicates that attainment is now in line with national expectations at the end of Key Stage 1. This is a similar picture to that described in the previous report, but inspection evidence points to an improvement in reading and that the

Literacy Hour is having an impact on pupils' levels of confidence.

94. Inspection evidence and that from the National Curriculum tests show that the school has maintained standards at the end of Key Stage 1, but that, due to instability in teaching at Key Stage 2, results have been erratic since the time of the last inspection. Results in comparison with similar schools have remained very favourable and improved in reading at Key Stage 1. It is important to remember that the school's performance in relation to similar schools is good.
95. The Literacy Hour is being taught well throughout the school and has been fully implemented by all teachers. Whilst the positive effects can now be seen at the end of Key Stage 1 in improved levels of confidence and performance, the impact has not yet built up enough to be effective at the upper end of Key Stage 2.
96. At Key Stage 1, speaking and listening skills are developing well. Teachers build on the good start achieved in the Nursery and, in discussion and group work, pupils listen attentively and answer questions. Through interesting introductions to lessons, teachers inspire pupils so that they want to share their ideas and, although vocabulary is often limited, they will happily recount events that have happened in their lives. Through positive encouragement and support, even the lower attaining pupils join in the reading of shared texts and books and gain in confidence. Most pupils read simple texts and they generally understand what they are reading. They know how to blend letters together to build words and even the lower attaining pupils know how to break up a word that they have not seen before, in order to read it. Most pupils write simple sentences independently and, by the end of the key stage, they write, using capital letters, full stops, and commas. Handwriting is making good progress and, by the end of the key stage, the more able are developing good, consistent letter formation.
97. At Key Stage 2, most pupils listen carefully, answer questions correctly and describe events clearly. However, pupils at the end of the key stage lack confidence in answering questions, even when they know the correct answer. When they are persuaded to answer by the teacher, answers are often very brief. Throughout the whole of Key Stage 2, pupils are achieving standards in reading that are appropriate for their ages. Most pupils read texts fluently and accurately and use expression well. They make thoughtful responses to what they are reading, show an understanding of how the story is developing and predict future events. They know how to find and use reference books. Pupils' writing is less well developed. A great deal of time is taken doing exercises related to the Literacy Hour work and this leaves little time for a range of different types of extended writing. Pupils learn the mechanics of how to construct a story during the Literacy Hour, but then have few opportunities to put this into practice. This is an area of weakness, recognised by the school, as an area for development in order to raise standards in English, as there is little point in knowing what an adjective is if you then never use one. Pupils' handwriting continues to make sound progress, with many pupils adopting a personal style that is neat and legible. There is little evidence of the use of information and communications technology to support learning in English.
98. Pupils make good progress at Key Stage 1 in relation to prior attainment. They progress from relatively short answers during discussions to lively discussion by the end of the key stage. When talking about how they can make the story of 'Little Red Riding Hood' more interesting, they have plenty of ideas that they are happy to share with the teacher. Good teaching with high expectations and plenty of praise are responsible for the good progress pupils make in speaking and listening. In writing, the good progress is helped by teachers taking opportunities in other subject areas to develop writing, for example, writing about the features of their own local area in geography. Progress in reading is substantially helped by the emphasis placed on word building skills.
99. At Key Stage 2, pupils do not make the same consistently good progress. At the beginning of the key stage, they continue the good progress made in Key Stage 1, but then, due to upheavals in teaching leading to inconsistency and variable teaching quality, there is a decline in pupil attainment and a negative impact on confidence. At the upper end of Key Stage 2, teachers work hard to regain some of the lost ground and in these classes progress

is satisfactory. Well-focused literacy lessons, with lively content regenerate a positive attitude to English and pupils work hard. In reading, pupils demonstrated an extremely positive attitude and talked with enthusiasm about the quality of the books the school provided for them.

100. Pupils with special educational needs make good progress throughout the school due to the high level of support provided by the adults who work with them and the careful match of work to their needs. The integration of special educational needs pupils into normal literacy activities is good. In the majority of classes in the school, pupils' attitudes to English are good, particularly in Key Stage 1 and early Key Stage 2. They concentrate well, co-operate well with each other and organise their own tasks. It is unfortunate that the instability suffered by the Year 6 pupils in previous years has had such a negative effect on their confidence.
101. The quality of teaching in English is good at Key Stage 1, where lessons are characterised by lively introductions that often draw on the personal experiences of teachers and pupils. Very well planned literacy lessons are carried out at a brisk pace and with infectious enthusiasm. Throughout the key stage, teachers have good subject knowledge, link together the skills of oracy and literacy systematically and use opportunities in other areas of the curriculum well to reinforce learning. At Key Stage 2, the overall quality of teaching is satisfactory with some good and very good teaching at either end of the key stage. Where teaching is good it is characterised by well-planned lessons, clearly understood learning objectives and a lively approach that catches the imagination and interest of the pupils. In the very good lessons, pupil-orientated work was well balanced with direct teaching, which led to variety and a brisk pace. Planning is good in most classes and follows the National Literacy Strategy. Assessment of pupils' progress is generally sound, but there is some variation in the quality of the assessments and to what degree they are used to guide the planning of future lessons. Variations also occur in the way in which work is marked. In the best instances, work receives a comment that is informative and helps the pupils to improve their work; in other cases marking is merely a tick. The use of homework to support learning is unsystematic and, so, is unsatisfactory.
102. The quality of subject leadership is good. The implementation of the Literacy Hour has been very effective and is working well. The co-ordinator is well aware of the need to raise standards through Key Stage 2 and of the need to review the schools approach to writing. As new staff join the school, there will be an opportunity to iron out the inconsistencies created in the past by instability and the co-ordinator looks forward to this challenge.

MATHEMATICS

103. At the end of Key Stage 1 in 1999 in the National Curriculum tests in mathematics, the schools' pupils attained results which were broadly in line with the national average. The national expectation of level 2 at least was attained by 90 per cent of the school's pupils compared with 86 per cent nationally. However, only 9 per cent of the school's pupils attained the higher level 3 compared with 21 per cent nationally. These results placed the school well above the average attained by schools which draw their pupils from similar backgrounds.
104. In the National Curriculum tests in mathematics at the end of Key Stage 2, in 1999, the school's results were well below the national average. While 69 per cent of pupils nationally attained at least the national expectation of level 4, only 57 per cent of the school's pupils attained this level. Further, only 7 per cent of the school's pupils attained the higher level 5 compared with 24 per cent nationally. However, these results are broadly in line with those attained in schools drawing their pupils from similar backgrounds.
105. In 1999, mathematics was the most successful subject in the National Curriculum tests at the end of Key Stage 1 and the least successful subject at the end of Key Stage 2. The school recognises that standards of attainment for 11-year olds must improve. Evidence from the inspection suggests that the National Numeracy Strategy is beginning to raise attainment. However, for many pupils, particularly average and low attainers, the response to questions

in mental mathematics remains slow and this is impeding their progress in other areas of the subject, so that attainment at 11 is below the national average.

106. By the end of Year 6, pupils have covered the programmes of study of the National Curriculum thoroughly. However, they lack confidence in their knowledge and ability and are reluctant to answer questions even when they know the answer. This reluctance to 'have a go' means that they are less likely to learn through analysing their mistakes. It also means that average and below average attainers, particularly, are unable to apply their mathematical knowledge in unfamiliar situations and in other subjects of the curriculum. Year 6 pupils understand the four rules of number - addition, subtraction, multiplication and division - but lack confidence when exploring different ways of doing calculations. They understand the principles of measuring time, distance, weight and capacity in imperial and metric units. They understand the concept of negative numbers, for example in temperatures. They know the basic two and three-dimensional shapes and that the angles of a triangle add up to 180 degrees. They understand the differences between different types of angles, for example, acute, right, and obtuse angles. They represent data in different ways, for example block graphs and pie charts, and successfully analyse data represented in this way. There is little evidence of information and communications technology being used to support learning.
107. Pupils' knowledge and understanding are systematically developed as they move through the key stage and attainment in mathematics has improved since the last inspection. However, attainment at the end of Key Stage 2 remains well below the national average and this is unlikely to improve significantly unless pupils' confidence in their understanding of mathematics and their confidence in using it improves.
108. At the end of Key Stage 1, pupils have a secure understanding of the differences between tens and units and add and subtract two digit numbers successfully. For example, in a Year 2 lesson, pupils were successfully devising strategies for adding four two-digit numbers such as $19+20+18+16$. They understand simple two-dimensional shapes, such as triangles, squares, circles and rectangles and measure in metric units. They have an awareness of time, knowing, for example, that it is possible to hop 86 times in a minute. Pupils understand simple fractions, such as a half and a quarter, and understand what they signify. In Year 1, pupils know and sequence numbers to 20 and understand how to count on to solve addition problems to 20. They identify odd and even numbers and successfully create repeating patterns. They recognise coins between 1p and 10p and understand the concept of giving change.
109. Pupils' attitudes to mathematics vary. They are mostly good, and, in the Year 6 lesson, were very good. However, in one Key Stage 2 class, attitudes and behaviour were unsatisfactory. The lesson started slowly and came to a turbulent end with a number of pupils paying little attention. As a result, the quality of learning in the lesson was unsatisfactory, whereas, in most lessons in both key stages, the quality of learning is satisfactory. What is elusive in Key Stage 2 is the ability of pupils to use their good knowledge confidently in unfamiliar situations.
110. The quality of teaching in mathematics is good in Key Stage 1 and, sound, overall in Key Stage 2. Indeed, in one lesson in Key Stage 2, the quality of teaching was very good, but in another it was unsatisfactory. In the very good lesson, a brisk pace retained pupils' attention. Pupils were set challenging, but attainable, tasks within clearly established routines and were challenged to find appropriate methods of working themselves, so that their understanding was reinforced. In the unsatisfactory lesson, the pace was slow and the management of the pupils less secure. Explanations were less clear so that pupils took longer to get to work, losing concentration and motivation. As a result, the lesson did not achieve its learning goals. Teachers ensure that pupils with special educational needs make good progress in their learning.
111. The National Numeracy Strategy has been successfully adopted and now underpins teaching and learning. Lessons are well planned, and usually have clear aims which are well explained to pupils. Homework is used to aid learning, but not consistently. Work is marked

regularly and this, together with other forms of assessment, enables teachers to track the progress of individual pupils and then to set them targets for further progress.

112. The subject is well managed by the numeracy co-ordinator. She has begun to monitor and evaluate the quality of teaching and learning and is using professional development associated with the National Numeracy Strategy, to reinforce teachers' expertise in the subject. Resources for learning, including books, are satisfactory, overall, and are being improved. The school uses all the optional National Curriculum tests and the results from these are being analysed to identify areas that need to be improved for standards to rise. The school has sheets to record attainment in mathematics, but, as yet, these are not used consistently across the key stage.
113. Standards of attainment in mathematics have improved since the last inspection, but results in different years have been erratic, and relatively few pupils attain the higher levels at the end of either key stage. The school has evaluated why this is and has the capacity to improve further.

SCIENCE

114. In 1999, teachers' assessments placed the attainment of pupils, overall, in line with the national average at the end of Key Stage 1. However, the proportion assessed at the higher level 3 was below the national average. At the end of Key Stage 2, in 1999, in the National Curriculum tests, the percentage of pupils reaching the expected level 4 or above was below the national average, as was the percentage reaching the higher level 5. The proportion reaching level 4 itself was slightly above the national figure. In comparison with schools drawing pupils from similar backgrounds, the pupils' attainment is above average. The trend in attainment over the past four years is upward overall, but varies considerably from year to year, because of the differences in the pupils making up the particular year group.
115. The work seen during the inspection shows that at the end of Key Stage 1, pupils are, overall, in line with national expectations. They know how to classify common objects, name the parts of plants and identify successfully the forces of push and pull. Most know whether doors need to be pushed or pulled to make them open and shut and which toys need to be impelled or drawn. At this early stage, simple experiments are attempted satisfactorily. Terms such as 'fair test' are used with the understanding that controls must be in place if results are to be valid. Diagrams of simple electrical circuits are on display, which show clearly what is needed to complete the circuit and what happens if one, and then two, bulbs are placed in the circuit.
116. At the end of Key Stage 2, pupils' attainment is below average, with few, if any, achieving level 5. Although they have had experience of all the programmes of study of the National Curriculum, most pupils are not confident enough to make accurate predictions, or draw higher level conclusions. They know a great many facts, for example, how seeds germinate, and the parts of the human body. They discuss the effects of, for example, tobacco on the human body, but it is only a small group in Year 6 that contribute to any great extent to discussions. In one of the years in Key Stage 2, there have been a number of changes in teachers and this has interrupted progress, so that pupils lack confidence in making individual contributions to lessons and being willing to make mistakes in order to progress. The recently introduced system of using the science co-ordinator to teach much of Key Stage 2 science, and indeed much of Key Stage 1, gives more stability and coherence to the delivery of the National Curriculum programmes of study.
117. Most pupils give full attention to learning science. Almost all are interested in what the teacher has to say, and in what they have to do. The mixed age groups that are a temporary feature of the school day in Key Stage 2, give rise to more distraction in the afternoons than in the single age groups in the mornings. This has a greater effect on science, which is taught after lunch, than to the other core subjects of English and mathematics which are morning subjects. Nevertheless, most pupils work well at the work they are given to do, give help to their classmates and are well behaved. However, there is little evidence of the excitement that can come out of scientific discovery, even at this elementary level, but

interest in topics is maintained by detailed experimental work.

118. Teaching in science is good at both key stages. Knowledge and understanding of the subject are kept at a good level since teaching is mainly undertaken by the co-ordinator. Lessons are clearly planned so that pupils know what is expected of them and the management of behaviour is mostly consistent and firm. Relationships in class are good, with virtually all pupils listening attentively to the teacher and to the contributions of other pupils. The assessment of pupils' work is satisfactory and planning is based on the knowledge of what pupils know and understand. Work with pupils with special educational needs is good and well supported by the good work of the classroom assistants who work closely with teachers. They make good progress. Information and communications technology is insufficiently used to support learning. Teachers are lacking in both confidence and experience because of the very recent acquisition of the computers.
119. The monitoring of teaching has improved and is made easier by reducing the number of teachers used in science lessons. Topics such as health education and drugs awareness are included in science in a planned and coherent way. Resources are adequate for teaching the programmes of study of the National Curriculum. Individual research has been held back by the inability of pupils to use information and communications technology in previous years. Accommodation gives adequate space for experimental and investigative work.
120. The lack of consistency noted in the report from the last inspection has been largely overcome as there is more specialist teaching in the subject. The monitoring of teaching by the co-ordinator has underpinned this improvement. Standards of attainment are still a matter of concern, and, although the comparison of standards with similar schools is encouraging, the school's standards still lag behind the national average. The school has a shared commitment to raising standards and a determination to do so.

ART

121. Standards in art are satisfactory at the end of both key stages, with attainment in some aspects of the work being higher than that normally expected of pupils of similar ages. Pupils make sound progress in their learning as they move through both key stages. This is an improvement since the last inspection, when standards at the end of Key Stage 2 were judged to be below expectations and progress was inconsistent throughout the school.
122. Pupils at Key Stage 1 develop good pencil and brush skills. They produce good quality paintings of flowers that they have observed and, using pencils and crayons, they begin to learn about light and shade and how to achieve them in different ways. Using collage, they illustrate 'Olive's story' and, through the imaginative use of paint, they create a variety of shapes. With pastels, they explore and build up pictures of flowers by using lines. A particularly good feature of the art at Key Stage 1 is the ability of the pupils to make close observations of the natural world and record them accurately.
123. At Key Stage 2, pupils continue to develop their skills in observational work. They produce good quality line drawings of bluebells and of the lilac tree at the back of the school grounds. In doing this work, they have progressed in their ability to extend their observations to looking particularly at foreground and background detail. When using paint, they produce good observational pictures of clematis. There are good examples of three-dimensional work. At Key Stage 2, pupils are using their artwork to support and illustrate other areas of the curriculum. For example, collage work is used to illustrate the tomb of Tutankhamun and book covers are produced using paper and paint. As part of the school arts week, pupils produced 30 sunflowers based on the work of Van Gogh.
124. Pupils with special educational needs have equality of access to all aspects of the art curriculum and, in the work that they do, they achieve success and increase their self-esteem.
125. Observations of work around the school and in photographs, show that pupils are provided with the opportunity to make sound progress in their artwork through building on their skills of

observation and by re-visiting techniques they have learned. These skills and techniques are often used in other areas of the curriculum, for example, in producing a design for a swimming pool, pupils used their skills in shading and toning to enhance the quality of their designs.

126. Art is taught soundly throughout the school and lessons are planned carefully and use appropriate resources. There are good, natural, cross-curricular links between art and other subjects. Pupils enjoy their art lessons and work hard to produce quality pieces of work, taking a pride in the finished product. A happy active working environment was a feature of the lessons observed.
127. A new scheme of work is currently under discussion and will be finalised in the light of changes to the curriculum being planned for September 2000. This will help to consolidate the good progress made in the subject by the co-ordinator since the last inspection.

DESIGN AND TECHNOLOGY

128. By the ages of seven and eleven, pupils attain standards that meet the expectation for their age groups. At the end of Key Stage 1, pupils label their plans and discuss what the finished product will look like. They use their knowledge of materials to make sugar mice and measure the tails accurately. Pupils build well on their previous experiences; for example they improve their skills with scissors. All have positive attitudes to their work. At the end of Key Stage 2, the more able pupils produce detailed design briefs. They use their knowledge of materials to plan an attractive and safe toy for a baby up to the age of eighteen months. They write clear instructions that have good links with mathematics and English. An example of this is when pupils describe how to use a pair of compasses to draw circles to an exact diameter. All pupils consider, adapt and evaluate their ideas in response to challenging questions. The quality of finished products shows that pupils at both key stages know how to shape and join materials. This shows a good level of improvement since the last inspection.
129. The quality of learning is good at Key Stage 1. Pupils consolidate and increase their early skills of planning, cutting and gluing well as they progress to Year 1 from their Reception year. They learn to make accurately labelled designs and match the product to their design. The quality of learning is satisfactory at Key Stage 2. Pupils' written evaluations demonstrate a suitable increase in their understanding of the importance of accurate and careful planning. Pupils effectively develop their ability to link their work in other subjects with work in design and technology. For example, pupils in Year 6 use their scientific knowledge of the properties of materials to plan and design toys for babies. There has been an improvement in the quality of pupils' learning and progress since the last inspection.
130. All pupils, including those with special educational needs, have equal access to the design and technology curriculum. Pupils with special educational needs receive a good and effective level of support from staff. They learn well and make good progress.
131. Pupils at both key stages take much pride in their work. They have good levels of motivation and show high levels of interest and enthusiasm. The quality of work on display amply reflects this. All the pupils try hard to solve problems through discussion and practical work. At the end of Key Stage 2, pupils co-operate well together, listen carefully to each other's suggestions and assist each other willingly. They take care over their work and think carefully about their designs and how to construct products. This is a good level of improvement since the last inspection.
132. The quality of teaching in design and technology is consistently good throughout the school. There are some good features in all lessons. The teachers have a sound knowledge and understanding of the designing and making elements within the subject. This helps them to explain the work well and to assist pupils in developing and refining their design and making skills. The work provides a suitable level of challenge for all abilities and achieves a good response from pupils. Teachers interact confidently with pupils. They use questions skilfully to probe understanding and establish knowledge. There has been a significant improvement

in the quality of teaching since the last inspection.

133. The policy and scheme of work for the subject are helpful. They give clear guidelines and a good level of support for teachers. The planned curriculum for design and technology covers the National Curriculum effectively and meets statutory requirements. This considerable improvement since the last inspection is having a positive impact on standards.

GEOGRAPHY

134. Standards of attainment at the end of both key stages meet those expected for pupils aged seven and eleven. This is an improvement since the last inspection, particularly in Key Stage 2.
135. By the end of Key Stage 1, pupils show an increasing understanding of economic geography. An example of this is in pupils' written work where they explain that the butcher's shop had to close because people bought meat from the supermarket. The younger pupils are developing an increasing awareness of mapping. They recall and describe the route from school to the local shops confidently and correctly. These pupils make effective links with mathematics when they number the shops in odd and even numbers. By the age of eleven, pupils use co-ordinates accurately to locate correct references. For example, they locate the accurate positions of the school, the pond and the local garage. Most pupils use references to decide on land use and to produce tally charts. This work provides effective links with mathematics. Throughout the key stage, pupils develop a suitable range of geographical skills. They accurately identify cities and countries and use a suitable technical vocabulary in their writing. The more able pupils show a good understanding of the effect humans have on the environment and on economic change. This is an improvement since the last inspection.
136. The quality of learning is sound at both key stages. All pupils make good progress in developing their geographical skills and knowledge. They show an increasing knowledge and understanding of geographical concepts. This is particularly noticeable in the work on co-ordinates. Pupils make good progress in developing and using an accurate geographical vocabulary, and in refining their mapping skills. Pupils with special educational needs make good progress at both key stages.
137. Pupils enjoy talking about their work and respond confidently to questions. They co-operate well together in discussions and take pride in presenting reasoned arguments. Pupils concentrate well and are keen to complete their work correctly. There are good relationships between pupils and between adults and pupils. This has a beneficial impact on the quality of learning and rate of progress.
138. The quality of teaching is consistently good. This is a significant improvement since the last inspection. Teachers understand the geography curriculum well and give pupils interesting and challenging work. This motivates them to learn and to work purposefully. All teachers make good use of resources to enhance pupils' learning. They make the work relevant and enjoyable. At both key stages, teachers promote pupils' skills and promote their ability to carry out independent research. They make very effective use of the immediate locality to develop pupils' awareness and understanding of land use. Teachers manage their classes well and ensure that pupils know what they are expected to learn.
139. The planned curriculum provides clear expectations for achievement and progress. It shows that the school plans to cover all elements of the geography curriculum. The school enhances this provision through a range of visits and field trips. There are good links with other curriculum areas. For example, pupils develop their literacy skills satisfactorily. They write factual accounts and label charts and maps accurately. They use their knowledge of science to explain processes of evaporation and condensation. By Year 6, pupils scan the Internet to help with their work in geography. The school successfully promotes a broad and well-balanced curriculum. This covers a wide range of topics to provide a good understanding of mapping skills, of the local environment, and knowledge of contrasting features of countries around the world. There is a marked improvement in provision since

the last inspection.

140. The school's scheme of work provides a clear framework for the teaching of geography. It has suitable guidelines for teachers that enable them to plan for the programmes of study in each key stage. Planning meets the requirement of the National Curriculum. The headteacher monitors planning and pupils' work and the school keeps photographic evidence of work in geography. The arrangements for assessment are satisfactory and this is an improvement since the last inspection. Resources are satisfactory and the school has a suitable range of good quality maps, atlases, globes, artefacts, and books. All resources are readily accessible for use. The school makes effective use of locally available external resources to enrich and enhance the curriculum.

HISTORY

141. Standards in history, at the end of both key stages, match those expected from pupils of seven to eleven years of age. This is an improvement since the last inspection.
142. By the age of seven, pupils have a well-developed understanding of chronology and of the division of time into periods. They compare past events with those in their own lives and distinguish fact from fiction. Most pupils have a clear knowledge and understanding of the games children used to play in Victorian times. They sequence events accurately and present their work carefully. Towards the end of Key Stage 2, pupils understand sources of evidence. For example, they compare and contrast the life styles of children during the 1940s with their own lives. They are developing a sound awareness of how similar events can be presented in different ways. An example of this was when pupils watched a video of events in Germany and England in 1939. Pupils are aware of the history of the local area, and of the influence it has had on the development of Hull. This is a good level of improvement since the last inspection.
143. All pupils, including those with special educational needs, make good progress in learning and acquiring new facts, as well as developing a good understanding of how past cultures affect present ones.
144. The quality of learning is consistently good at Key Stage 1. Pupils build well on their early knowledge and understanding. They show an increasing awareness of the similarities and differences between past and present times. An example of this was when a pupil said, when talking about children's games, 'You had to sing games 'cos there was no electricity so there was no Game Boys'. The quality of learning at Key Stage 2 is good, overall. Learning slows in the middle of Key Stage 2 when pupils change classes for the afternoon sessions. Most pupils make good progress in their learning and in their ability to explore past events and relate them to life today. This is an improvement since the last inspection.
145. Most pupils respond well to work in history. Response is consistently good at Key Stage 1. There is a degree of disruption to the level of concentration and interest in the middle of Key Stage 2. When this happens, there is a decrease in the quality of pupils' behaviour, learning and progress. This is a direct result of the changeover to mixed age group classes. Most pupils however, behave well and listen carefully. Towards the end of Key Stage 2, pupils show much interest and enthusiasm for their work. They work well together and have good relationships with each other and adults. Their work shows a good level of enjoyment and interest in history. The school is continuing to maintain good standards of response since the last inspection.
146. Pupils at both key stages use their literacy skills satisfactorily in history. They write accurate factual accounts as well as imaginative narratives. They are developing the use of language when they describe events. Pupils make satisfactory use of computers, overall, to support research in history.
147. The quality of teaching is good, overall, and teachers base their planning on the National Curriculum programmes of study. The quality of planning is good and this ensures that pupils cover a suitable range of work and make good progress in developing skills,

knowledge and understanding. The scheme of work gives a good level of support to teachers. Resources, books, posters and artefacts, are sufficient in quality and quantity. They are readily accessible for use and teachers use them well to enhance pupils' learning. The headteacher monitors planning, pupils' work and teaching. This gives her a good overview of standards in the subject and a means of determining priorities for further improvement.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

148. The standards of attainment in information and communications technology are below national expectations at the end of both key stages and the programme of study being followed does not totally meet the requirements of the National Curriculum. Pupils are at widely different levels of skills and knowledge, depending on their own personal development or the amount of experience they have had in the school. The school has only recently installed the minimum necessary quality and quantity of computers to begin to attempt to raise standards and they have been placed strategically around the classrooms. The previous financial situation has prevented this development from taking place until now and this is the major reason for the present lack of development in the use of new technology to aid teaching and learning. Staff have had a very basic training for the use of information and communications technology and, since there has been little opportunity to use their skills and knowledge, their confidence and competence have not kept pace with the needs of the curriculum.
149. Where pupils have been seen using computers, they are enthusiastic and are keen to develop further. Placing computers in classrooms enables pupils to use, for example, the Internet, to help in research. In one lesson, Year 6 pupils used a search engine to find out more about the perils of smoking and then used that information in their subsequent work. This was possible because the governor who has responsibility for information and communications technology in the school had instructed them in the use of the Internet. Younger pupils use the 'Roamer' robot to check answers to mathematical calculations and Year 6 pupils downloaded pictures to illustrate their work on the Caribbean. These examples are sporadic and not planned consistently to support learning.
150. No direct teaching of information and communications technology was seen during the inspection. All observations of use of information and communications technology were as part of other lessons. Teachers are not, on the whole, confident in the use of computers, having had only elementary training apart from their own personal use. In each class there is material to guide them in helping pupils to use computers in their learning and assessment documents are in place to ensure that all aspects are covered by individual pupils. These are very recent additions, having been put into place only a short time before the inspection, by the subject co-ordinator and they are not yet being used consistently. She is giving firm and enlightened leadership in information and communications technology. She has in place a detailed, costed and staged programme for development, including well-targeted training courses and strategies for the implementation of what is learned. The pace and depth of progress has been held back by the high costs of information and communications technology, which fall heavily on a small school. However, the school is well aware that its pupils need skills in this increasingly important area of the curriculum if they are to be successful.
151. Whilst there has been little tangible progress since the last inspection, it is not for want of awareness and determination on the part of the headteacher, governors or staff. Now that the school has basic equipment and well-founded plans, it is in a position to make more rapid progress. It must be emphasised that this process starts from a low base and the school has done all that it can to reach this launch position. The pace of progress, at least at this stage, lags behind other schools which have had an earlier start and which have more favourable resources. The school is actively seeking sources of finance to develop its resources for information and communications technology further.

MUSIC

152. Pupils, including those with special educational needs, make satisfactory progress in their

learning in music. Attainment matches that which is found nationally at the end of each key stage. Whole school singing during the inspection was sound - the school was learning a new song to guitar accompaniment. Pupils sang readily, but with little real enthusiasm. A very few pupils enhance their progress by taking the opportunity to learn the violin or brass instruments. The school has no member of staff who plays the piano: the chair of the governing body spends half a day in the school per week to play the piano for music. The school values this help which has a positive impact on teaching and learning.

153. In Key Stage 1, pupils sing tunefully and have a clear awareness of the difference between very loud and very quiet singing. They understand rhythm and pulse and are able to reinforce these with percussion instruments. They understand how the principle of rhythm in a poem is the same as in singing. Year 3 pupils were adept at omitting different words when singing a song as a means of reinforcing the concept of pulse and rhythm. In the upper years of Key Stage 2, pupils have a secure understanding of pulse and rhythm.
154. Pupils' attitudes to music vary. In the Year 1 lesson, pupils worked with a very good level of interest and concentration as they enjoyed the challenge of the lesson. As a result, they made very good progress in their learning. In the two lessons in Key Stage 2, the class sizes were very large and attitudes and behaviour were unsatisfactory. In each, a significant minority of pupils was uncooperative and disruptive, so that they made little progress. For the majority, who were trying to work, progress in learning was satisfactory.
155. In the few lessons observed, teachers had a secure knowledge and understanding of the subject. In the very good lesson in Key Stage 1, the teacher's charismatic approach maintained a high level of concentration and enthusiasm for the whole lesson. In the two lessons in Key Stage 2, the teachers spent considerable time and effort maintaining order, so that pupils did not benefit fully from the learning opportunities that had been planned for them. Overall, the quality of teaching is sound.
156. Music makes a sound contribution to pupils' social and cultural development. Opportunities for performance, for example, at Christmas, give pupils' confidence and increase their awareness of the discipline and care that is needed if music making is to be successful. Music appreciation is enhanced by visits to the school by various musicians and groups and by the pupils' participation in outside events, such as the singing day in the week following the inspection.
157. Music has not been a priority for development in the school since the last inspection. The good features noted in the report from the last inspection have been maintained, but the weaknesses remain. The curriculum in Key Stage 2 is not broad and balanced enough for pupils to develop skills systematically, for example, in the areas of composition and appraisal.

PHYSICAL EDUCATION

158. Pupils throughout the key stages make satisfactory progress in physical education. Standards of attainment are in line with those expected nationally at the end of both key stages. Pupils with special educational needs are well integrated into lessons and also make satisfactory progress. Progress in swimming is satisfactory, with about three-quarters of the school's pupils able to swim the national requirement of 25 metres by the end of Key Stage 2.
159. In a Year 2 gymnastics lesson, pupils made good progress in their learning. Pupils were reminded of the work they had done before the half term holiday and then went on to build on this work further by developing movements into sequences both individually and in pairs. They showed good skills in jumping, turning, rolling and balancing. In a Year 3-4 dance lesson, pupils were devising movements to illustrate a Viking sea voyage, thus creating a link with history. There were examples of some imaginative responses to different elements in the scenario. Overall, progress in learning was satisfactory and was determined by the amount of effort and concentration that pupils put into their work.

160. Pupils' responses to physical education vary. In the Year 2 lesson, responses were good. Pupils concentrated well, worked co-operatively and gave good support, unprompted, to pupils with special educational needs. Indeed, one such pupil was spontaneously applauded by the rest of the class for a contribution to the lesson. These good attitudes and behaviour contributed positively to the quality of pupils' learning and progress. In the Year 3-4 class, most pupils worked well. However, three boys refused to take part in the lesson, on the grounds that they had forgotten their kit. A fourth boy, seeing his friends not participating, joined them stating that he had hurt his knee. These four pupils were a source of distraction and irritation for the whole lesson. The time taken to attend to them disrupted the flow of the lesson and slowed the pace. As a result, those pupils who wanted to work failed to obtain full benefit from the lesson.
161. The quality of teaching in the lessons observed was good in Key Stage 1 and satisfactory in Key Stage 2. Teachers have secure subject knowledge and understanding, and plan lessons that enable pupils to build up skills systematically. Where teachers dress appropriately and participate in the lesson by demonstrating what they require, their good example results in greater progress in learning. Where class relationships are good, the effective use of praise helps to motivate pupils. Similarly, using pupils to demonstrate good technique promotes progress for others, not only by setting a good example, but by giving the rest of the class the opportunity for constructive analysis. Lessons begin and end appropriately with a warm up and cool down and there is good attention to health and safety.
162. The subject is co-ordinated by an enthusiastic teacher who is preparing to introduce a scheme of work in September 2000 which will incorporate the planned curriculum changes. Resources for physical education vary - they are inadequate for whole classes for some games and athletics and are not easily accessible. There are good hard play and grassed areas, but the hall is a cramped space for the large classes in the afternoons. Pupils benefit from specialist coaching, for example in baseball, tennis and soccer. Games against other schools are arranged on a friendly basis, for example, in mini soccer for boys and girls, and 'quick cricket'.
163. The limited opportunities to observe physical education lessons during the inspection suggest that pupils now make better progress in both key stages than was the case at the last inspection.

RELIGIOUS EDUCATION

164. Religious education in the school is taught according to the agreed syllabus for Hull schools. Overall, the standards at the end of both key stages are in line with expectations for pupils following this syllabus. By the end of Key Stage 1, pupils have developed a sense of themselves as individuals, as well as a respect for the values of their classmates. Their curiosity is stimulated into finding out how others feel about what is right and wrong, and this underpins the schools' standards of behaviour well. In their written work, pupils express views on other people and show awareness of how they fit in with their surroundings. Some development of the factual knowledge of the main Christian beliefs is seen, for example in pupils' awareness of Mary as the mother of Jesus.
165. In Key Stage 2, pupils become acquainted with more of the prominent people in the Christian faith. For example, they know the stories of Adam and Eve, and Cain and Abel, and understand the significance of the story of Noah. As they mature, they distinguish between the factual and the symbolic nature of many of the stories, while also being aware of the importance of the messages that the stories represent. In the course of the Christian festivals throughout the year, opportunities are taken to introduce and celebrate the major themes of Easter and Christmas. Pupils are less aware of the significance of Divali, Ramadan and Eid. By visiting a variety of local churches they find the names of parts of the church, as well as the differing natures of the religious practices. Although they learn about elements of such religions as Islam and Judaism, these aspects are less well represented than Christianity and no visits are made to their places of worship. In one lesson in Year 5, pupils did discuss the importance of pilgrimage in Christianity and Islam by comparing journeys to Walsingham and Mecca. In this key stage, many moral and social issues are

included in teaching and learning in personal, social and health education lessons. Here pupils are invited to reflect on the importance of their own bodies and looking after themselves with respect, as they consider, for example, the use and abuse of drugs and tobacco.

166. For pupils in both key stages, daily whole school assemblies are valuable sources of spirituality. Virtually all pupils take part in the singing and observe the prayers with reverence. Their saying of the school's own prayer is impressive in its feeling. Visiting speakers provide a variety of approaches to themes, such as helping each other and teamwork. These assemblies reinforce the values that are being taught in religious education.
167. Most pupils are well behaved for most of the time in lessons and show an interest in the subject. For example, in Year 6, many of the pupils contributed from their own knowledge and understanding when evaluating the consequences of smoking. They all know of the impact on their health and many of the legal aspects of tobacco and drugs. Most are much better at factual writing and describing than they are at evaluating. Literacy is well supported by a variety of writing styles, which grow more mature as pupils progress through the school.
168. Only a little teaching was seen during the inspection and its quality was satisfactory, overall. The planning of the lessons enabled pupils to understand what was to be learned and how to achieve it. Management of pupils is effective and ensures that most join in discussion, although this is sometimes difficult to stimulate even at the end of Key Stage 2. The teachers' subject knowledge of the agreed syllabus is adequate. The co-ordinator has only recently taken over the supervision of the subject and has so far had little impact.
169. Resources for learning are adequate, overall, but artefacts lack variety. Classrooms offer opportunities to use differing approaches to teaching, by enabling the use of overhead projectors and video, although little was made of these during the inspection.
170. Since the last inspection, the standards have been maintained and pupils are aware of the importance of religion. The co-ordinator is aware of the improvements that need to be made to widen and deepen the study of religions, other than Christianity, that are found in modern Britain and that greater vitality can be achieved through the use of speakers, visits and variety in presentation.