

INSPECTION REPORT

ST CHARLES RC VA PRIMARY SCHOOL

Kingston-Upon-Hull

LEA area: City of Kingston-Upon-Hull

Unique reference number: 118048

Head teacher: Miss Maria Hutchinson

Reporting inspector: Mrs Julia Bell
2456

Dates of inspection: 3 - 4 December 2001

Inspection number: 193443

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Norfolk Street Hull
Postcode:	HU2 9AA
Telephone number:	01482 326610
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Mary Lavin
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Charles is a smaller than average primary school; it admits pupils aged three to eleven. The school is a Voluntary Aided Catholic school serving the city centre parish of St Charles Borromeo and Corpus Christi to the west of the city of Kingston Upon Hull. It serves an area of local authority, older rented housing and some privately owned houses. Many pupils come from an area identified as the third most deprived in Hull. The school has 156 pupils on roll, with 74 boys and 82 girls in main school plus a 26-place nursery that currently has 20 (full time equivalent) children most of whom attend part time. The numbers on roll vary year-on-year due to a surplus places issue in the area, which the Local Education Authority (LEA) is addressing. Pupil mobility is often quite high as families move in and out of the area; for example, 15 pupils joined the school other than at the usual admission time and 13 left. Children enter the nursery with a broad range of attainment but often have below and sometimes well below average language, literacy, mathematical and social skills for their age. The school has 26 pupils on its register of special educational needs, including one pupil with a statement of specific need. These figures are below the national average. The school has six pupils for whom English is an additional language; this is above average. One of these pupils is from a refugee family and is at an early stage of learning English. Thirty three per cent of the school population is eligible for free school meals. This is above national averages.

HOW GOOD THE SCHOOL IS

This is a good school. The staff work well together to ensure a very positive ethos in the school and so pupils enjoy their work and are keen to improve. The teaching is good; staff build on the effective start provided for children in the nursery and reception classes. This ensures that most pupils make good progress in their learning during their time in the school. Standards are improving; they are sound in English and science and good in mathematics. However, standards of work in English and science could be higher. The school is well led and managed and provides good value for money.

What the school does well

- The head teacher provides good leadership and is well supported by the staff and governors.
- The provision for children in the nursery and reception classes is very good; they make a very good start to their education and are well prepared for work in Year 1.
- There is a substantial amount of good, and sometimes very good, teaching and so pupils achieve well.
- The very good provision for pupils' personal development ensures that all pupils are fully included in all aspects of the life and work of the school.
- The relationships in the school are very effective and promote very good attitudes and behaviour.
- The standards in mathematics are good and have improved substantially over recent years. Creative work is of a high standard with high quality work in art and design and music.

What could be improved

- Provision for information and communication technology (ICT) to ensure access to a wider range of experiences and improve standards.
- Pupils' standards in English and science by the age of 11.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1997 and standards are improving well over time. Teaching has improved and this is enabling most pupils to make good progress. The leadership and management of the school are good and the governors are developing a useful overview of the work of the school through their effective links to subjects and areas such as special educational needs. The role of the co-ordinators has improved; they manage the curriculum well. The adoption of recent national guidance ensures an effective framework on which to base teaching and learning in all subjects. Teachers have worked hard to improve their assessment and recording of pupils' progress and attainment. However, the use of the information gained from day-to-day checking on what pupils have learned is not yet used well enough to plan the next units of work, particularly in the junior classes. The school now has improved provision for ICT. However, despite the best efforts of staff, major problems with equipment impacts on pupils' standards by the age of 11.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	C	C	B
mathematics	E	C	B	A
science	E	D	D	C

Key

well above average A

above average B

average C

below average D

well below average E

The school's results vary from year to year since in some years there are smaller numbers of pupils in the Year 6 classes. This limits the reliability with which the school's results can be compared to others, as each pupil's performance has a significant impact on the overall results. Over the past five years the school's performance has improved at a faster rate than most other schools. In recent years the results for seven year olds in national tests in reading, writing and mathematics have been close to the average for their age, although the 2001 results were not as high due to a lower attaining group of pupils. In the 2001 tests for 11 year olds, pupils' results matched the national average in English and were above average in mathematics. Standards in science were below the levels expected because too few pupils attained the higher levels. The school does well when compared to schools with a similar number of free school meals. The school has set suitably challenging targets for this year and is on track to meet them. On the basis of the current work, pupils' standards by the age of 11 are broadly average in English and science. However, more able pupils in the juniors could do better in these subjects if work was sufficiently challenging. Standards are above average in mathematics. This subject has been a focus for the school; standards have improved because of good teaching, the successful implementation of the National Strategy for Numeracy and the grouping of pupils according to ability. Standards in ICT are below those expected by the age of 11. This is because of the school's poor provision in the past. This has improved but problems with equipment mean there are gaps in pupils' experiences. Standards in art and design, and in music are high.

Pupils with special educational needs are well supported and make good progress in relation to their ability. This reflects the effective planning for these pupils that takes account of the targets in their individual learning programmes. Pupils for whom English is an additional language make good progress because they are supported well and staff ensure that they understand questions and know what is required.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their work and are keen to take advantage of what the school offers them.
Behaviour, in and out of classrooms	Very good. Pupils are polite and friendly. They have a clear understanding of the school's rules and respond well to them.
Personal development and relationships	Very good. The pupils show maturity and respect for others' feelings. They get on well together. Older pupils take good care of the younger ones.
Attendance	Unsatisfactory. This is because some families take holidays in term time. However, the school does all it can to improve this situation.

Relationships are very good between staff and pupils, and between pupils. The pupils are quick to offer help to others and those of all ages, abilities and backgrounds mix well together.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

The quality of teaching is good and sometimes very good throughout the school. There is very good teaching in the foundation stage (nursery and reception classes) and this ensures these children make a very good start to their learning. The teaching in English is at least satisfactory and the teaching of mathematics is good. The basic skills in literacy and numeracy are taught well and the school has successfully focused on planned opportunities for pupils to develop and practise their extended writing in other subjects, such as history. Classroom assistants are deployed very effectively to support pupils' learning, especially the pupils with special educational needs. Teachers have a good knowledge of what they teach and have sound procedures to assess pupils' progress at the end of a topic or unit of work. However, they do not make sufficient use of day-to-day checks on what pupils have learned to ensure that work builds on what they already know, particularly in the junior classes. Work does not provide enough challenge for the more able pupils and this limits their progress. The school has identified and resolved this problem in mathematics and the current priority to provide wider opportunities for writing has begun to improve standards in English. It has not yet identified science as a priority for improvement. The marking of pupils' work does not always give enough guidance on what they need to do to improve and so they repeat their mistakes. Staff plan work well for pupils with special educational needs; they ensure that it focuses on what they need to do to make good progress. The teaching of refugee pupils and others for whom English is an additional language is

good and staff ensure that they are fully included in all activities. These pupils achieve well and rapidly learn to communicate their ideas and to talk to their friends. The creative arts are taught well; the work in art and design, and in music is of high quality. Staff display pupils' completed artwork very effectively and this promotes their self-esteem and reinforces high standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Staff enhance pupils' learning through well-planned visits to support the curriculum. There is a satisfactory range of extra-curricular activities. Provision for the foundation stage is good.
Provision for pupils with special educational needs	Good. These pupils are well supported both in class and when withdrawn to receive extra help, either individually or in small groups.
Provision for pupils with English as an additional language	Good. These pupils are well supported by specialist staff from the local education authority's service and by class teachers and support staff. They make good progress and settle well in school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' personal development is given high priority. The school supports pupils' spiritual, social and moral development very effectively. Pupils' awareness of their own and other cultures is developing well.
How well the school cares for its pupils	Good. The staff know the pupils well and provide a very good level of care and support.

The weakness in the curriculum is ICT; this is because the school's provision was poor in the past. There has been recent, substantial improvement in the quantity and quality of computers and software. However, the school followed advice given by the LEA for new equipment, including a server. There have been major problems with this equipment and so not all strands of the statutory curriculum can be fully covered in the required depth. This has limited pupils' experiences, slowed their progress and impacted on standards. There is satisfactory assessment of what pupils can do but the use of this information to set targets and match work for some more able pupils is not as effective as it should be, particularly in the junior classes. The school's partnership with parents is good and they provide effective support for their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The school is well managed. The head teacher provides good leadership and is well supported by the deputy head teacher, staff and governors. The role of subject co-ordinators is developing well and they manage subjects effectively.
How well the governors fulfil their responsibilities	Good. The link of individual governors to subjects is working well and they are gaining a good awareness of the work of the school.
The school's evaluation of its performance	Satisfactory. The head teacher has established a programme for checking on the effectiveness of teaching and learning and sets targets for improvement.
The strategic use of resources	Good. The governors ensure that they get the best value possible for the pupils when purchasing goods and services.

Governors meet all statutory requirements with the exception of some elements of the curriculum for ICT. This is mainly due to problems with equipment. The school took LEA advice in the spending of specific grants for ICT and is working closely with the authority to resolve the problem. The school's resources for learning are satisfactory for all subjects except ICT. There is ample, well cared for accommodation. Finances are managed well; the school overspent its budget allocation last year due to costs related to the extended absence of two members of staff. This has been resolved and governors have a clear contingency plan to bring the budget back on course.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects children to work hard and do their best. Behaviour is good. • The school is well led and managed and teaching is good. 	<ul style="list-style-type: none"> • The range of activities outside of lessons. • The amount of homework. • Information about their children's progress.

Inspectors agree with the positive views of parents. However, inspection evidence shows that the amount of homework is similar to that in most primary schools. The range of activities outside of lessons is satisfactory for a school of this size. Inspectors consider that parents are kept well informed about their children's progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The head teacher provides a good leadership and is well supported by the staff and governors.

1 The head teacher provides good leadership and gives a clear direction for developing the school. Her high expectations ensure an effective school where pupils are encouraged to achieve well, whatever their abilities. She is well supported by the deputy head teacher, staff and governors. The head teacher has worked hard to build a close-knit staff team. The high quality teamwork is a key to the purposeful working atmosphere in the school and ensures that the aims and values of the school are shared to provide a good ethos for learning. The head teacher supports staff well and ensures that their professional development needs are met. Since the last inspection she has worked successfully with staff to raise standards.

2 The subject co-ordinators work well to support colleagues and are developing a key role in managing developments in their subjects. The head teacher has established good systems to check on the effectiveness of teaching and learning and their impact on pupils' achievement. She has begun to involve subject co-ordinators in this process. For example, the co-ordinators for literacy and numeracy observe other teachers' lessons, evaluate teachers' planning and scrutinise samples of pupils' work and this enables them to support teaching and learning in their subjects. This checking on work done in classrooms has enabled the school to identify a need to improve writing opportunities throughout the curriculum and to make this a priority in the school development plan. There is already a positive impact on standards with some effective extended writing in history and good, precise writing in science and geography. The current good standards in mathematics reflect the useful monitoring of numeracy in the last year that has enabled the school to focus on improving pupils' performance in this subject.

3 The staff are committed to improving the learning opportunities for all pupils and value their success. Pupils, parents, staff and governors are proud of their school and the very good relationships make a strong contribution to the success of the school. The governors are very supportive of the school; they are well informed and support the management of the school through their useful committee structure. Many governors are now closely involved through links with the main subjects of the curriculum, aspects such as special educational needs and by supporting the setting and monitoring of priorities for the school through its development plan. Governors are now well placed to further develop the links of individuals to all subjects and to take an active role in assisting subject co-ordinators in monitoring the work of the school. Finances are managed well. Although the school exceeded its budget allocation last year to meet costs related to the extended absence of two members of staff, this situation has been resolved. Governors have a clear contingency plan to bring the budget back on course.

The provision for children in the nursery and reception classes is very good; they make a very good start to their education and are well prepared for work in Year 1.

4 The school has maintained the very good provision for children in the foundation stage identified in the last inspection. The provision for these children is a strength of the school. The staff in the nursery and reception classes work closely together to provide a stimulating curriculum and wide range of activities that ensure that the children get a very good start to their education. Staff create a lively atmosphere that encourages the children's learning and enables many of them to make very

good progress. By the end of the reception year the children are well prepared for transition into Year 1.

5 Children enter school with a broad range of attainment and previous experience but many are working below, and sometimes well below the standards expected for their age in language, literacy, number and social skills. The quality of teaching in the nursery and reception classes is good and often very good. As a result, children of all abilities achieve very well in their skills and understanding across all the areas of learning. By the time they reach the end of the foundation stage and transfer to Year 1 many children attain the goals for early learning expected for their age across all the areas of learning.

6 All staff have a good awareness of the learning needs of young children and work well together as a team. This is a key factor in the very good provision throughout the foundation stage. Staff know the children well and make careful assessments of their progress. The information gained from these assessments is used effectively to match work to what the children already know and to provide extra support for those who need it. For example, in one lesson the teacher planned activities that were well matched to the children's ability, to enable them to learn to recognise and name different colours. She used a song to enable some children to learn the rainbow colours; each child was given a colour and quickly learned to stand up when their colour was mentioned. Others mixed small amounts of different coloured play dough or watched carefully as crepe paper was placed in water, which then took on the colour of the paper. Most of the children know the primary colours and the teacher quickly responded to a child who had difficulty in recognising all the colours by adapting the activity to reinforce the names of the colours.

7 Provision for children with special educational needs is good and they are well supported in both their group and individual activities. Those who are immature are encouraged to take a full part in all activities at a level where they are confident. They make substantial gains in their personal and social skills. Children from asylum seeking families sometimes enter the nursery during the term. They are very well supported, quickly settle into the routines and begin to learn vocabulary and communicate with other children.

8 The provision for children's personal and social development is very good; it is a key reason why they settle to tasks, learn effectively and make good and often very good progress. From starting in the nursery the children are encouraged to be independent. The staff in both nursery and reception provide good opportunities for the children to make choices from the wide range of activities on offer. By the time they transfer to Year 1, the children are very responsible and competent learners. They get out and return equipment and show initiative. For example, nursery children experimented with glue sticks to press down the pasta shells they were sticking onto their Christmas cards and quickly tidied away their materials when the task was finished. Reception children took responsibility for putting on aprons and washing brushes after experimenting with colours. One child refilled the water pot saying "I've filled it ready for the next person".

9 Staff rightly set a high priority on the development of early speaking, listening, reading and writing skills. They plan well together to provide opportunities for children to practise their speaking and listening skills within all activities. The teaching of early language skills is good throughout the foundation stage. This enables the children to achieve well within all areas of learning. The children respond well to the careful and purposeful questioning and to the opportunities for discussion provided by the staff. The good provision for this important area of learning means that children in both the nursery and reception classes quickly develop a confident approach to speaking and listening activities with adults and when sharing ideas with small groups of other children. Role-play is used well to promote the development of language and social skills and is linked well to stories and to developing

children's knowledge and understanding of the wider world. For example children were encouraged to take the roles of animals in the jungle and showed great empathy when one reported "The giraffe can't find its Mummy". Children feel they are valued because adults listen to them patiently as they try to find the words to share information. The staff listen well and the children copy. The well-chosen stories and poems encourage children's early reading skills. Staff share effectively their own enthusiasm for books and this motivates the children to choose books from the lively collections on display.

10 Children in the nursery and reception classes learn mathematical skills through playing a wide range of games that enables them to sort, count and create sets of objects by colour, shape and size. In the nursery the staff encourage children's counting skills and reinforce their understanding of the match of numbers to objects in a wide range of activities.

11 The nursery and reception staff plan well together to provide the children with a range of experiences that enable them to gain a greater knowledge and understanding of the world about them. Children learn quickly through the many first-hand experiences provided by staff. These activities provide a sound foundation for the children's future work in science, design and technology, history and geography. Children have opportunities to use computers and use the mouse to manipulate cursors and move pictures on the screen. Staff ensure that programs reinforce basic skills in literacy and numeracy. Unfortunately the computer network is unreliable and children's efforts are often frustrated as computers 'crash'.

12 Staff ensure that creative activities are available on a daily basis and children have free access to paint, paper and collage materials at all times. They enjoy painting pictures and use a range of colours and brush sizes. Standards of attainment in creative development are at least meeting the expectations for children of nursery and reception age and some achieve well. The staff carefully mount the children's work and displays in the class bases are of good quality. They represent a wide range of areas of learning and promote the children's self-esteem.

13 Children have frequent opportunities to create three-dimensional models in clay and 'junk' modelling materials. They explore and use malleable materials such as play dough to experiment with texture. Many children competently use a variety of techniques such as cutting, folding and sticking paper, fabrics, foil and feathers. Children have frequent opportunities for imaginative play in their activities and use small toys to create a range of environments. For example children in the nursery created dinosaurs for their imaginary environment. Staff provide good opportunities for children to develop their physical skills, both through outdoor play and in the hall.

There is a substantial amount of good, and sometimes very good, teaching and so pupils achieve well.

14 Teaching is good and sometimes very good. This enables pupils to make good progress throughout their time in school and to achieve well in relation to their ability. Teaching is mainly very good with children in the foundation stage (the nursery and reception classes) where it enables them to make a good start to their education. They are well prepared for work in Year 1. The classroom support assistants are deployed well and take a complementary role in teaching groups and individuals. Staff in the foundation stage have a good understanding of the learning needs of these young children and provide a good range of activities that enable the children to investigate and learn through first-hand experiences. These experiences provide a secure foundation for the subjects of the National Curriculum. For example, in a very good lesson in the nursery the teacher effectively developed and reinforced children's language and literacy skills through role-play. The children played imaginatively in the 'jungle' and the teacher's very skilful questioning effectively encouraged the children to talk

about what they were doing. “What were the jungle animals doing?” she asked. “The baby monkeys were playing in the water”, a child replied, “Do real monkeys play in water?” “No only pretend monkeys”. In the reception class, the teacher encouraged children to experiment with colour mixing and her very good subject knowledge, clear explanations and well prepared tasks sustained the children’s interest as they placed sweets on blotting paper and added droplets of water. Children were enthralled as colours changed and the very effective teaching reinforced their scientific vocabulary as they learned and used correctly words such as ‘dissolving’.

15 Teachers’ subject knowledge is frequently good; it keeps pupils interested and engaged on their tasks. This was shown in a very effective English lesson with Year 2 pupils. The teacher effectively used their work in science, where they had made a torch, to teach pupils how to write instructions for others. She built well on her evaluation of the previous day’s work to match activities closely to what pupils had learned. This enabled her to challenge the more able and to provide extra support where it was needed. The teacher used time and resources well and the clear time limits given for the writing task motivated the pupils to finish their work. Her very effective use of time at the end of the lesson promoted very well pupils’ self-esteem as they read out their work to the rest of the class and were encouraged to talk about what they had learned.

16 Literacy and numeracy are often taught well and this is reflected in the improving standards achieved in English and mathematics. The pupils are grouped according to ability and in a very good mathematics lesson with the more able Year 6 pupils; the teacher’s imaginative approach immediately engaged the class. The teacher moved around the groups and talked to individual pupils and encouraged their response so that they felt valued. She built very well on the previous day’s lesson and in their mental arithmetic session pupils worked successfully with multiples of 25. The teacher set very high expectations for work and behaviour and this reinforced pupils’ achievement. Her very good questioning ensured pupils’ understanding of the concepts and this was reinforced through opportunities for pupils to give reasons for their answers. The very clear, direct teaching enabled pupils to develop good approaches to identify the different operations needed to work out complicated problems. Teachers plan and resource their literacy lessons well. They liaise carefully with support staff to ensure that pupils withdrawn for extra help are able to be fully involved in the work of the class. For example, these pupils are taught well and supported effectively through the additional literacy sessions that are closely linked to the work of the rest of the class. However, staff in the junior classes do not always make sufficient use of day-to-day checks on what pupils have learned to plan work that builds on what they already know. This means that work does not provide enough challenge for the more able pupils and this has limited their progress in English and science.

17 Teachers ensure that good links are made with other subjects and that pupils use a range of skills to support their work. Lessons are prepared well and staff provide a good range of resources. In a good literacy lesson, Year 3 pupils learned about Christmas traditions from around the world and the teacher produced useful information on the Festival of St Lucia in Sweden. Tasks were well matched to the different abilities in the class and enabled pupils to make good progress. By the end of the lesson pupils had learned how to read text for information; they understood the meaning and could identify the key points in what they had read. More able pupils were able to produce a ‘spider’ diagram and identified the key facts related to the central theme ‘Epiphany’. The teacher effectively reinforced pupils’ understanding of the differences in text written to provide information and their use of contents and index pages. She ensured that pupils understood terms such as ‘glossary’ and how to use this alphabetical list to find answers. The teacher motivated the pupils well and they then eagerly sought further information using the Internet and were amazed at the rich variety of traditions.

18 The substantial amount of good, and sometimes very good teaching adds value to the pupils’ learning and experiences. They make good progress and transfer to secondary education with a broad

range of knowledge, understanding and skills that they can apply to new work. The teachers plan lessons carefully and ensure a balance between direct teaching, work in groups and individual work. The teachers plan well together to ensure that pupils of the same age in different classes have access to the same opportunities and experiences. Teachers are very enthusiastic; they enjoy teaching and this motivates pupils well.

The very good provision for pupils' personal development ensures that all pupils are fully included in all aspects of the life and work of the school.

19 Pupils' personal and social development is very good and they show a mature awareness of the need to be tolerant and to respect the views and feelings of others. They are always ready to help others and parents value this. Pupils care for each other and are particularly supportive of those with special educational needs. For example, they offer help with reading questions or finding information on CD-ROM. Pupils in Years 5 and 6 willingly spend their break times in the hall devising ball games that can be played with a child in a wheelchair. Older pupils help younger children in the classroom at wet break times, and in the playground. When pupils join a class during the term they are welcomed by other pupils who mentor them well and enable them to settle quickly into the school routines.

20 In both nursery and the main school there are pupils from asylum seeking families and others for whom English is an additional language. They quickly settle into the routines of the school. For example, a child from a refugee family had only been in the nursery for two weeks but he moved confidently around his class base and happily chose from the stimulating activities. He happily joined in games and played well with others. He was able to show his work and say proudly "Look, finished!". The staff ensure that pupils at an early stage of learning English are welcomed into classes and are supported by their peers when out at play. In lessons, teachers give priority to helping these pupils to learn English and make sure that their questions are posed carefully to enable them to be fully included in all activities. This was well done in a numeracy lesson to ensure that a pupil with good mathematical skills was not limited by difficulties in reading questions about five minute intervals on a clock face. The teachers ensure that displays celebrate the customs and traditions of pupils from other countries. For example, labels and work on display include Arabic writing. Pictures and artefacts are used well to show art from non-western traditions and to give a picture of the way different peoples live.

21 The school has good procedures to support the personal development of all pupils and for helping pupils with special educational needs. The arrangements for setting in mathematics at the end of the juniors has a positive effect upon how well pupils with special educational needs learn in classes because there are good levels of support available. Many individual learning plans give class teachers good guidance as to how the needs of each of these pupils can be met and the good support they get in group parts of lessons is one of the main contributory factors that helps them achieve. Teachers also have a clear understanding of how to work with support staff for pupils with statements of special educational needs so that these pupils are fully involved in lessons. External specialists and support staff provide constructive support.

22 Pupils learn a very good range of social skills that help them to develop and mature as members of their school community. The school supports charities by fund raising and pupils are learning to be aware of others less fortunate than themselves. They take part in a wide range of visits into the community. Pupils respond very well to opportunities to take responsibility for their own work; they work independently and take the initiative for their own learning. This starts in the foundation stage where children are expected to take responsibility for getting out and returning their equipment.

Many pupils take on formal responsibilities around the school; for example, they deliver registers to the office, set out equipment and act as ‘monitors’ in an extremely mature and sensible manner.

23 The School Council is a positive initiative that promotes pupils’ personal and social development very well. Pupils from Years 3 to 6 are represented and learn to be responsible and mature through opportunities to be involved in making decisions. The pupils are proud to be members of the Council and of what they do, “If we have silly ideas we don’t do anything about them”. Each member has the chance to be chairperson and to take responsibility for reporting back to the whole school during assemblies. Their photographs are displayed in the school and pupils see their membership of the School Council as a very responsible task and take their role very seriously. The initiative provides good support for the community ethos of the whole school because pupils feel that, whether they are on the Council or not, their suggestions for improving the school are valued and discussed.

24 All members of staff place a very high priority on pastoral care, are very approachable and totally supportive. The support staff are dedicated and caring, and are committed to providing very good support for both teachers and pupils. All staff have a very good understanding of the school’s pastoral and welfare procedures, and implement them consistently and conscientiously.

The relationships in the school are very effective and promote very good attitudes and behaviour.

25 The pupils enjoy school and the staff provide a good range of curricular activities that promote their eagerness to learn. The relationships in the school are very good; teachers work well as a team and provide effective role models for the pupils. Staff develop very good relationships with pupils and those between pupils are also very effective. Pupils gain the confidence to take part in discussions and to volunteer answers secure in the knowledge that, even if they are wrong, their answer will be listened to and an explanation given. These very good relationships result in very positive attitudes to learning and pupils achieve well. They work well together in pairs and small groups and sustain concentration within activities. Their behaviour is very good and this reflects the staff’s high expectations and effective management of their classes.

26 Children entering the foundation stage classes are eager to learn and this is reinforced through the well-planned activities provided within all the areas of learning. The children develop good attitudes to their learning and this is built upon as they move up through the school. Pupils work hard, concentrate on their tasks and many are proud of their finished work. Most pupils have good attitudes to learning and to their work and respond well to the high expectations held by staff. For example, children in the reception class, all still under five, responded well in their physical development lesson and produced controlled, curled or stretched shapes as they moved as puppets to music. In Year 1, the teacher’s very good relationships with pupils encouraged them to share their thoughts and ideas as they decided what would be the best clothing to wear to be visible in the dark. They conducted an experiment by dressing a doll in different materials, placing it in a darkened box and shining a torch onto it. Pupils enjoyed their learning as they concluded that shiny materials reflect more light.

27 The effective teaching is characterised by a high level of enthusiasm and this is shared well with the pupils ensuring their positive response. For example, pupils in a Year 6 class responded well in their mental arithmetic session and confidently explained their thinking to the rest of the class. Pupils in a Year 2 history lesson responded well to their teacher’s challenges to observe Victorian paintings and modern photographs to compare how the sport of cycling has changed and where things have remained very similar. Pupils were interested in their activities and behaved very well; they

looked carefully at posters and answered eagerly the teacher's well-timed questions to volunteer ideas about cycle racing in the 1880s and the modern Tour de France.

28 Behaviour is very good throughout the school and reflects teachers' high expectations and the regard pupils give to the school's own code of conduct. This agreed set of aims effectively underpins the very good ethos of the school. Pupils work and play sensibly together; their behaviour is good in lessons and at break-times.

The standards in mathematics are good and have improved substantially over recent years. Creative work is of a high standard with high quality work in art and design and music.

29 Standards in mathematics are above average by the time pupils transfer to secondary school at the age of 11. The school identified the need to improve standards and this became a priority in the school development plan. Since mathematics became a focus for the school standards in the national tests at the end of Year 6 have substantially improved and are now above the national average and well above the results attained in schools with a similar intake of pupils. The co-ordinator for mathematics gives a very good lead and has worked very well with staff to ensure the successful implementation of the National Strategy for Numeracy. Teachers plan their lessons well and use time effectively. The oral sessions at the start of each lesson are brisk and pupils have a rapid and accurate recall of number facts. They describe confidently how they have worked out their answers and gain a good understanding that problems can be solved in a variety of ways.

30 The good teaching in this subject has a positive impact upon pupils' progress and the standards they achieve. The grouping of pupils in Years 5 and 6 according to their ability has also had a positive impact and enables pupils to work at a suitable pace with others of similar ability. Lessons are well resourced and activities are well chosen to reflect the real-life application of mathematical skills. Year 6, pupils are taught by the co-ordinator and gain a good understanding of how to apply what they know to solve complex written problems. They are taught how to identify which operations they have to use and how to order and set out each part of their answer. In a very good lesson, this teacher built very effectively on the outcomes of the previous day's work to challenge those who needed it and to provide opportunities for further practice and consolidation of the concepts.

31 The school sets a high priority on the opportunities for all pupils to have access to a good range of creative experiences. The co-ordinators for art and design, and for music lead their subjects well and this ensures that staff are well supported in planning and teaching these subjects. In art and design, pupils have access to a wide range of media and work imaginatively in paint, pastels, crayon, clay and other three-dimensional materials. The teachers make good links with other subjects and art and design is taught as a discrete subject but is also used to support and enhance work in subjects such as history, geography, design and technology, and religious education. For example, in history Year 2 pupils have drawn pictures showing the development of the bicycle and in Years 4 and 5 had made detailed observational drawings of artefacts linked to their work on 'The Romans'. Pupils in Years 5 and 6 have produced a good display based on their work on farming implements used in Victorian times. When visiting Skidby Windmill as part of their design and technology work, pupils made good sketches of both the interior and exterior of the mill.

32 Teachers display work very well and value pupils' work, which reinforces their self-esteem. Staff make good use of photographs to record what pupils have achieved. Year 1 pupils were delighted to point out records of their visit to a Victorian farmhouse at Hornsea. They had dressed in Victorian costume and had acted out a range of activities connected with life on the farm. Pupils' work in art and design is displayed particularly well and teachers spend a lot of time ensuring that paintings and collage are shown to best advantage. Children in the reception class had made a

firework collage using a variety of materials and had made a good attempt at portraits of their friends. Teachers ensure that pupils learn to mix colours, for example children in the nursery mixed colours to show the many tints found in autumn leaves.

33 Many pupils are involved in music making, in class lessons, recorder groups and as members of the choir. The school also provides opportunities for pupils to learn to play a musical instrument and there is a good take-up for these classes. Many pupils, mostly girls and a few boys, attend choir practices. The choir successfully competes in music festivals in the local area and further afield. In a choir practice, pupils enjoyed their singing and sang very well, with very good pitch and clarity. They sang with a good understanding of meaning and this was reflected in tone and emphasis on soft and loud notes. They held notes well. The quality of singing in the school is good and this has a positive impact on the quality of assemblies. For example the head teacher switched off the lights in the hall and pupils sang the Advent Hymn as she lit the first candle of the Advent Crown, adding much to pupils' spiritual development. The singing was tuneful, with good diction and an accurate sense of pitch and rhythm. Pupils present concerts and musical plays to their parents. These are of a high quality and are very well attended; for example Christmas performances are well received and highly valued by parents.

WHAT COULD BE IMPROVED

Provision for information and communication technology (ICT) to ensure access to a wider range of experiences and improve standards.

34 Standards in information and communication technology (ICT) are below the national expectation at the age of 11. Since the last inspection there has been a substantial improvement in the provision for this subject and in staff expertise through their participation in useful training. The local education authority advised on the type of equipment and server the school should purchase. However, the school has had major problems with its computers and in particular with the recommended 'server' for its network. These problems with equipment means that not all strands of the statutory curriculum can be fully covered in the required depth. Children make a sound start in the foundation stage where they are introduced to personal computers (PC's) and have regular access to them. This slows in the infants because, although pupils benefit from new PCs and software, computers are not always reliable in order for pupils to have sufficient opportunities to practise skills and to meet the expected standards by the end of Year 2. Standards are below average at the end of Year 6 because older pupils have not had sufficient opportunities in previous years to acquire a wide range of skills to match the demands of the curriculum.

35 The school makes every effort to establish links beyond school so that pupils can have access to good ICT equipment. For example, a good link has been established to enable a group of Year 5/6 pupils to use the ICT suite at the local library after school. The pupils benefit from the good expertise of their support assistants and the library staff. However, the school does not have an ICT suite and pupils have too few opportunities to learn and practise new skills. While by the age of 11 most pupils can word process competently, use a variety of layouts and import images using 'clip-art', their experience of using spreadsheets is limited. They are developing a basic understanding of 'control,' but have little experience of modelling programs and have not used external sensing equipment in science. This means that these strands of the National Curriculum for ICT cannot be taught in the required depth. Pupils use the Internet and CD-ROMs to support work across the curriculum; for example, in history and geography. However, without sufficient computers in one place there are too few opportunities for whole or half-class teaching in order for pupils to develop skills quickly enough. The various computers within school are not all compatible with one another and many are unreliable. In a lesson seen, pupils eagerly word-processed their work but their enthusiasm was quickly lost when the printer would not work and a support assistant had to print off the work in another classroom after the lesson. These factors restrict progress and, despite the school's best efforts to get technical advice and support the equipment remains unreliable.

36 The new co-ordinator has put in place a useful development plan for ICT and this has the potential to fill the gaps in pupils' learning. However, the school's development of ICT has been limited by the LEA's advice on spending the specific grants for this subject. The school can only improve its provision and raise standards if there is support to ensure that this equipment is in working order.

Pupils' standards in English and science by the age of 11.

37 Over the past five years the school's performance in national tests for pupils at the age of 11 has improved more rapidly than in other schools. However, standards in the 2001 tests were broadly average in English and below average in science, in both subjects too few pupils attained the higher levels. When compared with schools with a similar number of free school meals, standards in English were above average and were average in science. The standards for the same group of pupils were

substantially higher in mathematics and could be higher in English and science. Standards in current work in English and science are now at the level expected for pupils in Year 6. However, more able pupils in the juniors could do better in English and science if work was sufficiently challenging. The school has identified and resolved this problem in mathematics and standards have improved substantially and are now above average. The good teaching, successful implementation of the National Strategy for Numeracy and grouping pupils according to ability have had a positive impact on developments in this subject. The school's current priority to provide wider opportunities for writing has begun to improve standards in English. However, it has not yet identified science as a priority for improvement.

38 Teachers have developed sound procedures to assess pupils' progress at the end of a topic or unit of work and analyse test results to identify areas for improvement. This has been done successfully in the recent focus on mathematics. They also use the information to set broad targets in English. However, staff do not yet set sufficiently specific targets for individual pupils in writing and monitor their progress against them. In both English and science staff do not make sufficient use of day-to-day checks on what pupils have learned to ensure that work builds more specifically on what they already know. This results in work that is not sufficiently challenging for the more able pupils. For example, pupils work well in mixed ability groups to carry out investigations in science but all answer the same questions irrespective of their ability and there are few opportunities to extend the thinking of the higher attainers. Although pupils' work is marked regularly, the marking does not always give enough guidance on what they need to do to improve and so they repeat their mistakes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39 In order to further raise standards the head teacher, staff and governors should:

(1) Raise standards in ICT by: -

- a) improving provision so that pupils have a sufficiently wide range of experiences and opportunities to enable them to develop and practise their skills on a regular basis;
- b) making sure that the full range of the National Curriculum for ICT is taught.
(Paragraphs 34 – 36)

(2) Improve standards in English and science, particularly in the junior classes by: -

- a) using the information gained from the day-to-day assessment of pupils' progress in order to build on what they already know;
- b) providing greater challenge for the higher attaining pupils;
- c) setting more specific targets for individual pupils in writing and monitoring their progress against them.
(Paragraphs 37 – 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	4	8	5	-	-	-
Percentage	-	24	47	29	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	20	156
Number of full-time pupils known to be eligible for free school meals		51

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	2	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

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	13

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.9	School data	1.5

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	15	14	13
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	84% (92%)	81% (80%)	84% (92%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	13
	Girls	15	13	14
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	84% (92%)	84% (92%)	84% (88%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	82% (80%)	82% (84%)	94% (92%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	14	16
Percentage of pupils at NC level 4 or above	School	88% (80%)	82% (84%)	94% (92%)
	National	72% (70%)	74% (72%)	82% (79%)

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

Where the cohort of boys or girls is 10 or less the figures are omitted.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	0
White	140
Any other minority ethnic group	5

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	3	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)	7.3
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	120

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	20
Total number of education support staff	1.0
Total aggregate hours worked per week	27
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	407,592
Total expenditure	437,137
Expenditure per pupil	2,242
Balance brought forward from previous year	35,323
Balance carried forward to next year	5,778

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

179

Number of questionnaires returned

63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	5	0	0
My child is making good progress in school.	59	36	2	3	0
Behaviour in the school is good.	52	39	8	0	2
My child gets the right amount of work to do at home.	33	39	20	3	5
The teaching is good.	58	32	5	2	3
I am kept well informed about how my child is getting on.	51	29	14	6	0
I would feel comfortable about approaching the school with questions or a problem.	68	22	3	5	2
The school expects my child to work hard and achieve his or her best.	72	21	5	0	2
The school works closely with parents.	47	40	5	6	2
The school is well led and managed.	59	32	5	3	2
The school is helping my child become mature and responsible.	58	32	6	3	0
The school provides an interesting range of activities outside lessons.	23	32	28	8	8