

INSPECTION REPORT

DORCHESTER PRIMARY SCHOOL

Dorchester Road, Bransholme
KINGSTON UPON HULL, HU7 6AH

LEA area: Kingston-upon-Hull

Unique reference number: 117902

Headteacher: Miss S Clough

Reporting inspector: Mrs J Ashmore
Rgl No: 25459

Dates of inspection: 3 - 6 July 2000

Inspection number: 193749

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Dorchester Road
Bransholme
Kingston Upon Hull
East Yorkshire

Postcode: HU7 6AH

Telephone number: 01482 825207

Fax number: 01482 833016

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Donna Nahar

Date of previous inspection: 20 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Joan Ashmore	Registered inspector	Areas of learning for children in the Foundation Stage	What sort of school is it? The school's results and achievements. How well are pupils taught?
Mrs Janet Garland	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? Other features of the school: Study Support.
Mr Richard Lohan	Team inspector	Geography Physical Education Equal Opportunities Religious Education	How good are curricular and other opportunities? How well is the school led and managed?
Mr Nigel Ogle	Team inspector	English Music Special Educational Needs	Other features of the school: Behaviour Policy
Mrs Pamela Palmer	Team inspector	Mathematics Art Design Technology	
Mr Bruce Corfe	Team inspector	Science Information Technology	
Mrs Gill Ellis	Team inspector	History	Other features of the school: Basic Skills

The inspection contractor was:

Mr R Geoghegan
North Yorkshire County Council
County Hall
Northallerton
North Yorkshire
DL7 8AE

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
OTHER SPECIFIED FEATURES	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dorchester Primary School is a large primary school that has 407 pupils in total. The nursery offers part-time places to 52 children in the morning and 52 children in the afternoon. Entry into nursery and reception is currently over-subscribed. The school has no minority ethnic pupils, travellers, refugees or pupils whose home language is not English. Situated on the Bransholme housing estate in Hull, the school draws from a very disadvantaged area with a poor socio-economic profile. The percentage of pupils who have free school meals is fifty five per cent, which is well above the national average. Many children enter the nursery with very low standards of spoken English and children's attainment on entering reception is generally below expectations for their age in most areas of learning. There are thirty per cent of pupils altogether in the school who have special educational needs, which is above the national average, although the number of pupils with a statement of special educational needs, four pupils, is broadly in line with the national average. There are pupils with challenging behaviours that present additional demands on teaching. The school is involved in a number of national and local initiatives, including being part of the Bransholme and District Education Action Zone. Through the support of the Education Action Zone, a Study Support Programme, an Early Intervention Project and an ICT suite have been developed. The school receives intensive support for numeracy. It has been involved in the Basic Skills initiative and has just been accredited with the Basic Skills Quality Mark.

HOW GOOD THE SCHOOL IS

This is a very good school, fully committed to, and very effective in, raising standards for all its pupils. Despite the low attainment of children on entry into the nursery, pupils make good progress throughout the school and they achieve standards in line with national expectations in mathematics and science by the end of Key Stage 2. However, standards are below national expectations in English at the end of Key Stage 2. The leadership of the school is a strong feature of its success. The headteacher, ably supported by the deputy head, has inspired members of the school community to continue to strive for higher standards by raising their expectations of what is possible. As a result, standards have maintained a steady improvement over time. The school is involved in many initiatives aimed at raising standards, not the least its involvement in the Bransholme and District Education Action Zone. Teaching is a significant strength that has contributed to standards rising. Teaching is good or better in seven out of every ten lessons, with a third of lessons being very good or excellent. The school gives good value for money.

WHAT THE SCHOOL DOES WELL

- Standards of attainment are steadily improving, particularly in the basic skills of literacy and numeracy;
- There is a high level of care and guidance for all pupils and their families;
- Teaching is predominantly good or very good across the school;
- Leadership, management and governance are strengths;
- There is inspirational leadership from the headteacher;
- The progress made by pupils who have special educational needs is very good in all aspects;
- The quality of provision for children who are under five years old is very good;
- There is very good management of pupils' behaviour and pupils conduct themselves very well;
- There is a superb team spirit in the school and a shared commitment to raise standards;
- The school is a stimulating and attractive place to learn;
- This is an outward-looking school that has strong liaison and partnership with other schools in the education action zone;
- Parents are overwhelmingly supportive of the school and this contributes significantly to

pupils' very positive attitudes.

WHAT COULD BE IMPROVED

- Standards in English, despite good progress being achieved, still require further improvement;
- The key skills of information technology, communication and problem solving need further development;
- Insufficient progress has been made with one key issue from the last inspection. There is still a need for the school to provide greater opportunities for pupils to become aware of the diversity of cultures and backgrounds represented in this country and around the world.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made good progress overall since the last inspection in January 1997. Governors have made good progress in checking how well the school is doing and in ensuring that pupils have a daily act of worship. Good progress has been made in raising the attainment of pupils in English and mathematics. Standards at the end of Key Stage 2 are steadily rising in line with the trend nationally. The school has invested time and energy into raising the profile of basic skills and has recently gained the Basic Skills Quality Mark and standards in pupils' basic skills of reading, writing and numeracy have improved. The provision for design and technology has improved through the increased opportunity given to pupils for making things as part of their design and technology work. New resources have been bought for art. Satisfactory progress has been made in improving the provision for information technology, and the provision of the new ICT suite should secure further progress. However, insufficient progress has been made in the area of helping pupils to understand about different cultures and backgrounds that are represented in this country and around the world. There is now a well-focused plan to support all the school's developments which is linked to the financial planning.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, despite very good progress, children under five do not reach the expected level in all areas of learning by the time they start school. They do achieve the level expected in physical development and creative development. Children also achieve the expected level for personal and social development due to the very effective provision in the nursery. However, the children's difficulties with spoken English mean that they find it difficult to talk about what they are doing and therefore attainment in language and literacy, aspects of mathematical development and their knowledge and understanding of the world are below what would be expected of children of this age.

Pupils make good progress throughout the school. In relation to similar schools, Dorchester Primary School is above average in the 1999 tests for 7 and 11 year olds in English, mathematics and science, although it is well below the national average for all schools. Significantly however, the inspection found the current standards of attainment in mathematics and in science to be in line with the national expectation at the end of both key stages. Whilst good progress is also evident in English, standards are still below expectations due to the children's low starting points in the nursery. There is not significant improvement evident over the last four years of national tests at Key Stage 1. However, there is a steadily improving trend at Key Stage 2. The evidence from the inspection shows that standards have risen significantly at Key Stage 1 in reading and writing and have continued to rise at Key Stage 2. The provisional test results for the current year show a substantial improvement and the school has exceeded its targets.

Pupils' attainment in other subjects is broadly in line with expectations, with the exception of information technology at Key Stage 2, which is not as high as expected in the strands of monitoring, control and modelling. The standards of work on display throughout the school show good levels of achievement, particularly in aspects of design and technology. Pupils' achieve high standards of presentation, and this is a strength. The standard of spelling and pupils' use of the most appropriate vocabulary across their learning are weaknesses.

PUPILS' ATTITUDES AND VALUES

Aspects	Comment
Attitudes to the school	Pupils have very good attitudes to school and they want to learn.
Behaviour, in and out of classrooms	Most pupils behave very well, both in lessons and when they are out at play. There are no permanent exclusions and the number of temporary exclusions is falling.
Personal development and relationships	Relationships are very good, both with each other and with adults. Pupils show initiative and are eager to take on responsibilities for helping in school.
Attendance	Attendance is satisfactory; the school does all it can to maintain regular attendance at school.

Pupils are enthusiastic about, and proud of their school and this is reflected in the eagerness of the vast majority of pupils to attend regularly. Pupils are confident. They are very willing to on responsibilities such as helping younger pupils at lunchtime. However, further opportunities are needed for pupils to exercise responsibilities and to use their initiative. The School Council provides a good setting for pupils to raise issues that affect them directly.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

Teaching is good overall. In thirty-four per cent of lessons it is very good or excellent, in thirty-nine per cent of lessons it is good and in twenty-five per cent it is satisfactory. Each key stage has a similar proportion of good and very good teaching and the school meets the needs of all its pupils successfully. A feature of the good and very good teaching is the

good planning that shows what pupils are expected to learn during the lesson, how pupils are grouped for different tasks, and what the additional adults are doing. Other features of effective teaching are very good management of pupils' behaviour, good knowledge and understanding of the subject being taught, good teaching of basic skills of literacy and numeracy, and motivating and interesting content and resources. These factors lead to pupils working hard and achieving as well as expected in relation to their ability in most lessons. They learn new skills, understand their work and gain a wide range of knowledge. Weaker elements of the teaching are that computers are not used often enough in other subjects, and opportunities for pupils to discuss and to work in pairs and groups is sometimes limited. This means that pupils do not have enough opportunities to communicate what they know, or do not know, to others. Progress in presenting views and in answering questions fully and coherently is therefore hampered. The three percent of unsatisfactory teaching is in the teaching of English in Key Stage 2. This is due to pupils in a very small minority of English lessons not being systematically taught skills or not being given clear instructions so that they understand precisely what is expected of them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The balanced curriculum gives appropriately high priority to developing basic skills of literacy and numeracy. Extra-curricular activities provide for a wide range of pupils' interests. However, in information technology, the strand of monitoring is not taught at Key Stage 2 and this needs to be addressed.
Provision for pupils with special educational needs	There is very good provision throughout the school. The co-ordinator provides very effective leadership; monitoring of provision is very good. Valuable support is given by Hull Learning Support Services.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. Spiritual development is good. However, opportunities for pupils to develop their knowledge and understanding of cultures other than their own both from within this country and further afield are limited. This area of provision is therefore currently unsatisfactory.
How well the school cares for its pupils	This is a significant strength. Arrangements for child protection are good. The school provides high quality care to its pupils and to the families of its pupils and there are high expectations of regular and prompt attendance. This helps pupils' progress. Arrangements for assessing pupils' progress are good.

The school has a broad and balanced curriculum, rightly emphasising the basic skills needed to promote higher standards in English, mathematics and science. The resulting time constraints on some other subjects, such as physical education are offset by the very good programme of activities before and after school, for which the take-up is very good. Most weaknesses in curriculum provision from the last inspection have been addressed successfully, particularly in relation to provision and resources for art, design and technology and religious education. The resourcing of information technology in the curriculum has now been effectively addressed. However, the curriculum in information technology is limited to certain skills such as data handling and word processing. Other skills such as control and modelling are not given enough priority and monitoring is currently not being taught at Key Stage 2.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the headteacher is excellent and secures a shared commitment of governors and staff to on-going improvement. The Deputy Headteacher gives very good support in managing the school. Co-ordinators and indeed all staff contribute to the well-ordered and stimulating climate for learning.
How well the governors fulfil their responsibilities	The work of the governing body is good and has been strengthened since the last inspection, especially in relation to having a clear plan for improvement in the school and its growing involvement in checking and evaluating the progress made.
The school's evaluations of its performance	The school evaluates its own performance very well. The school's use of data about the pupils' progress is not yet fully developed.
The strategic use of resources	Financial planning is good and best value principles are used effectively in making financial decisions. The school uses its finances wisely by gearing them closely to the key priorities in the school's plan for improvement.

The school has maintained and improved upon the very good leadership and management by the headteacher found in the last inspection. The head teacher inspires her staff and governors and all understand and share the commitment to raise standards. This is reflected in the working practices of the school, such as planning for school improvement. The governors are developing a good understanding of their role.

PARENTS AND CARERS VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel well-informed about their child's work. • Teachers help parents to see how their child has progressed. • Parents find the staff very approachable and helpful. • The school really cares about the pupils and their families. 	

Parents are overwhelmingly positive about the school and there were no issues raised for improvement. The inspectors agree with the very positive views expressed by the parents. The number of questionnaires returned by parents was high and this reflects the very good partnership between home and school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school admits children from a very disadvantaged area. Many children have limited vocabulary and a narrow range of pre-school experiences and this affects their attainment overall. Despite very good provision in the nursery and good progress overall, most children do not make sufficient gains in their learning to enable them to meet the desirable outcomes in significant areas of learning by the time they are five.
2. Children's baseline assessment confirms that children's attainment on entry into school is below national expectations in language and literacy but attainment is higher in mathematical development and in number it is close to national expectations. Children are on line to achieve expected outcomes for their age in creative development, physical development, and personal and social development. Children are not expected to reach expected outcomes in their knowledge and understanding of the world and in talking about their work in other areas. The last inspection report stated that the progress of children in nursery and reception was good and this situation has been maintained.
3. The last published national test information, for 1999, showed that pupils' attainment at the end of Key Stage 1 (seven year olds) was well below the national average for English, mathematics and science. Reading results at Key Stage 1 lagged behind the writing. In the national tests, girls outperformed the boys in English, mathematics and science at Key Stage 1 and the girls attained standards close to the national average in mathematics. Results for all pupils at the end of Key Stage 1 were broadly in line with those from similar schools in reading and writing. Attainment in mathematics at Key Stage 1 was above average compared to similar schools. The school was particularly successful in helping more able pupils at Key Stage 1 to get the level that is higher than expected (Level 3) in reading, writing and mathematics. The percentage of pupils achieving this was higher than in similar schools.
4. Evidence during the inspection shows attainment at Key Stage 1 is broadly in line with national expectations. The school's participation in the National Numeracy Strategy has had a positive impact on pupils' abilities to work out problems in their heads, though they still have difficulties explaining how they have worked things out. In science there has been an improvement since the last inspection in how pupils confidently tackle tasks without relying too much on their teacher. Standards in reading and writing are improving, particularly in reading, though they generally remain below the expected level by the end of the key stage. Pupils' standards of speaking and their narrow range of vocabulary restrict reading and writing attainments, though good progress is made overall by all pupils, including those with special educational needs. The overall progress of pupils has improved since the last inspection, where it was mainly satisfactory.
5. At the end of Key Stage 2 (eleven year olds), the results of the 1999 National Curriculum tests were well below the national average for English, mathematics and science. This was a similar picture in the last inspection report, with the exception of science, where standards were higher in the tests. Boys outperformed the girls in the 1999 tests at Key Stage 2 in mathematics and science and standards were close to the national average in science. When comparing the 1999 results for all pupils against those of similar schools, results were broadly in line in mathematics and in science at Key Stage 2. Attainment in English at Key Stage 2 was above average compared to similar schools. The school was also successful in helping pupils at Key Stage 2 to achieve the higher level (Level 5) in English.

6. Work seen during the inspection shows that most achieve better standards in English than last year's test results indicate. However, standards by the end of Key Stage 2 are still not in line with the expected level despite careful implementation of the National Literacy Strategy. Teaching throughout Key Stage 2 is not consistent in providing opportunities for pupils to extend their vocabulary and to improve standards of spoken English and this hampers general progress in English and when reading and writing in other subjects. Standards in mathematics and in science at Key Stage 2 have also improved. The impact of the National Numeracy Strategy and the additional numeracy support has helped to raise standards in mathematics, which are in line with expectations at both key stages. Pupils' involvement in Study Support has also contributed to improvement. Pupils with special educational needs make good progress and achieve as well as expected because of the well-planned programmes that set realistic educational targets for them.
7. There has been a steadily improving trend of improvement in English, mathematics and science over the last four years at Key Stage 2 but at Key Stage 1 the trend, although it has not declined, has not shown the expected improvement. However, early indication of national test results at Key Stage 1 for the year 2000 suggest that attainments in pupils' writing, reading and mathematics will improve this year. This, together with observations of pupils' reading and writing at the end of the current reception year and Year 1, which show significant improvement, indicates a much improved trend of improvement at Key Stage 1 for the future.
8. Through a process of looking closely at assessment information from teachers' own assessments and test information, the head teacher, in collaboration with the governing body, set targets to improve pupils' attainment. There is an uneven spread of attainment across the school, with some year-groups having significantly more pupils with special educational needs than others. This factor affects the targets set and therefore the one for the end of Key Stage 2 for the current year is significantly lower, because half of the pupils at the end of the key stage have special educational needs. The school's targets are suitably challenging and the school is successful in meeting them. The school also aims to add at least two levels of attainment to pupils' end-of-Key Stage 1 assessments by the time they complete Key Stage 2. The school is approximately eighty percent successful in this aim, showing greater success in raising attainment in reading and science than in writing and mathematics. However, the achievements of pupils are notable and the good progress they make suggests that the school's aim in raising standards is being realised.
9. Standards in information technology are satisfactory at Key Stage 1, which is an improvement since the last inspection where they were below expectations. Pupils learn and practice computer skills and learn how to control a programmable toy. Standards are still not high enough, however, at Key Stage 2 because there are aspects of the curriculum that are not covered sufficiently, such as control and monitoring. One stand, monitoring is not covered at all. The recently acquired 'IT Suite' and the time-tabling of its use to teach and develop skills, together with the improved resources and planned staff training, will help to address some of these deficiencies.
10. Standards of attainment in religious education are in line with the requirements of the locally agreed syllabus by the end of both key stages. Pupils at the end of Key Stage 1 have a good understanding of what is involved in making and breaking promises, and can link this with stories from the bible. At the end of Key Stage 2 pupils show an awareness of the importance of sacred writings. Pupils write well about what they know and understand, but are less secure in exploring and

reflecting upon their response to religious issues.

11. In all other subject of the National Curriculum standards are in line with expectations with the exception music at Key Stage 1 where attainment is above expectations. This higher attainment is currently not sustained into Key Stage 2 because pupils do not extend their performance skills to the higher levels. Pupils generally build upon their earlier work in all subjects as they move up through the school. Their achievement is generally good and they make gains in their learning at each key stage. There have been improvements in pupils' attainment in design and technology since the last inspection where attainment was below expectation at Key Stage 2, with weaknesses noted in the levels of challenge for pupils. This has now been addressed and pupils achieve well and make good progress at both key stages.

Pupils' attitudes, values and personal development

12. Pupils have a very good attitude to their work and are enthusiastic about school. This is reflected in attendance levels, which are around the national average. There were eight fixed term exclusions in the past year. The school works with families and tries not to exclude but for certain grave offences such as violence, racism, or bullying it will exclude as part of the behaviour policy. However, most behaviour is very good, with pupils conducting themselves in an exemplary way in assembly and concentrating hard in class from the earliest years.
13. Relationships between pupils are very good and there are particularly good attitudes to staff. Discussions with pupils reveal that they feel the teachers and classroom support assistant are supportive and they behave very well for them. Personal development of pupils is good, so that they are confident and prepared to express an opinion by the time they leave school, though they are reluctant to talk at first.
14. Pupils understand that their comments and behaviour affect others and most pupils avoid remarks that might be offensive. Pupils react well to opportunities to take responsibility, but there is room for them to take on further responsibilities and to use their initiative. The school council has made a good start and pupils take this seriously as a way of raising issues that affect them.

HOW WELL ARE PUPILS TAUGHT?

15. The standard of teaching, which is good overall across the school, has improved slightly since the last inspection. Whilst teaching was good overall in the last inspection, the number of very good or excellent lessons has risen. One third of all lessons have very good or excellent teaching and seven lessons in every ten are at least good. A very small percentage of teaching overall (3%) is unsatisfactory. There has also been an improvement since the last inspection in the teaching of design and technology. In the last inspection pupils in Key Stage 2 were sometimes given tasks that were too simple, and this affected their progress in the subject. Since then the school has addressed the weaknesses in design and technology; teaching and learning is now very good in two out of every three lessons and in the other lesson teaching and learning is good. Other effective teaching is in music, history and geography where all teaching is at least good. In mathematics, art, religious education, science and the under fives teaching is good overall. The teaching of physical education and information technology is mainly satisfactory. The teaching of English has most variation, where the teaching ranges from excellent to unsatisfactory. In three-quarters of English lessons the teaching is at least good, but one in ten lessons, all in Key Stage 2 is unsatisfactory.

16. There are many good and very good features of teaching which contribute to the good quality overall. There is very good behaviour management, which results in a productive and industrious learning environment throughout the school. Very good use is made of question and answer sessions to develop pupils' skills in speaking and listening so that they have good ideas and understanding that they apply to their writing or practical work. Pupils are given clear information about how well they are doing and what they need to do next to improve further. This helps pupils to realise their full potential. Teachers' planning has very clear learning objectives and pupils of different abilities are interested and keen to finish their work as a result of appropriate tasks being set for them. Pupils who have special educational needs are well catered for through very well-focused individual education plans. These show what pupils should learn and teachers use them well when planning work for the class. Very good quality specialist teaching provided by the LEA support services contributes to the very good progress of pupils with special educational needs. More able pupils are also well provided for through extension classes.
17. The planning for the national literacy and numeracy strategies is consistently good across the school and pupils make generally good progress in most aspects of both English and mathematics. There are opportunities presented in lessons for all pupils to practice and use basic skills of literacy and numeracy. The school has recently received the Basic Skills Quality Mark in recognition of the work that is being done to raise pupils' attainments in reading, writing, speaking and mathematics. Through the use of homework, pupils are encouraged to learn spellings and times-tables and to practice reading in order to do better at school. This has helped to improve pupils' basic skills. Teachers also offer challenges to pupils to find out information from home based on what they have been taught or are going to be taught in school.
18. The good use of praise raises pupils' self-esteem so that they want to do better. Where teaching is most effective, teachers ensure that adults working in their class understand their role and how they can support pupils' learning. The contribution made by classroom support assistants and nursery nurses has a significant impact on the quality of teaching, particularly when they have been well briefed by the teacher and have received training in basic skills. Voluntary helpers also play a valuable role in providing the extra support for discussing with and questioning pupils about their work. All these features result in very good attitudes to work and good progress overall being made by pupils.
19. The weak features of teaching, some of which contribute to unsatisfactory teaching, are that pupils are not given clear step-by-step instructions or they are not taught systematically so that they make adequate progress in the key objective for the lesson. In some lessons pupils are given too few opportunities to explain their ideas or thoughts, they have insufficient opportunities to ask questions and discuss issues, or they have insufficient opportunities to learn and use new words through speaking before having to use them in their writing. These features inhibit pupils' progress in: expressing themselves clearly when speaking or writing; developing their thoughts about issues or problems; acquiring new vocabulary; using correct words in their writing and being able to explain how they have worked things out in mathematics. The weaknesses of teaching are greatly outnumbered by the significant strengths. The overall good teaching is a strength of the school which leads to the steady rise in the standards of pupils' attainment and their good progress.

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

20. The school provides good learning opportunities for all its pupils. The curriculum is good at both key stages, and very good for the under-5s.

21. In the nursery, children have access to all the areas of learning which promote the desirable learning outcomes. Provision for personal and social development, and for mathematical and creative development, is very good. The early intervention programme secures children's learning of the routines which are a platform for all later learning, and the rewards system very effectively provides very high standards of behaviour, relationships and attitudes to learning. Very stimulating activities and resources ensure that children learn through developing their imagination, and respond creatively in role-play, music, drawing, painting, exploratory play and active learning. The very good involvement of parents and carers is a valued asset which helps promote children's access to the foundation stage curriculum.
22. There is good provision for the early learning goals in language and literacy development, and in knowledge and understanding of the world. Children are introduced early to books and to everyday materials in their environment. However, provision for physical development is more constrained, and there has been more limited progress in addressing the issues about outdoor play highlighted in the last inspection.
23. In both key stages, the school has prioritised an emphasis on the basic skills of literacy and numeracy. Its provision is of good quality, and the school has very recently achieved the Basic Skills Quality Mark which accredits the quality of its provision. In view of the school's commitment to raising standards, the promotion of basic skills has been a highly appropriate priority. The emphasis on basic skills has, however, resulted in more limited provision for foundation subjects such as history and physical education, which are squeezed for time. The school has addressed this constraint to the breadth and balance of its curriculum by developing very good study support and extra-curricular provision.
24. The school provides a broad and balanced curriculum, geared to supporting pupils in achieving well in the core subjects which are tested, while at the same time giving them access to the full range of other subjects, though in information technology there are still some weak areas of provision, notably in the use of control, modelling and monitoring. The school has used its Education Action Zone funding well to augment its curriculum, and study support activities such as breakfast clubs, sporting activities, booster classes, music, singing and keyboard clubs, extend the opportunities available to pupils.
25. The provision for pupils' personal, social and health education is good. This is well supported by the contribution which the community makes to children's learning, and the very good links which have been forged with partner schools and agencies. Health matters in general, including sex and anti-drug education, are well provided to older pupils, though there is no structured personal, social and health education programme yet to extend discussion and include more topics in this area.
26. Dorchester Primary School is an inclusive school committed to providing a curriculum suited to the needs of all its pupils. Statutory curriculum requirements are met with the sole exception of monitoring in information technology in Key Stage 2. The curriculum for pupils who have special educational needs is very good and secures very good learning by them.
27. Personal development is well provided for. Provision for pupils' moral and social development is very good. The ethos of the school provides a climate in which pupils have a clear understanding of what is expected of them, and supports relationships between pupil and pupil, and pupils and adults, which lead to clear gains in understanding right and wrong, and self-confident pupils who relate well to each other and to the adults who support them.
28. Spiritual development remains good. The curriculum provides opportunities for

reflection and response not just in religious education but, for example, in English, where Blake's poems were analysed for their spiritual impact. In assemblies there were occasions where pupils were invited to consider thoughtfully the meaning and value of particular attitudes and stances to the theme for the week which was 'stories with a meaning'..

29. Cultural development was unsatisfactory in the last inspection, and although the school has made some headway in providing resources of a multi-cultural nature in art, English books and religious education resources, progress overall is unsatisfactory. There is little evidence in the school of the diversity of cultures and backgrounds represented beyond the immediate locality and children are insufficiently conversant with the knowledge, skills and attitudes which they will need in order to function effectively in a multi-cultural society. Improvement in this area of the curriculum would complement the school's firm stance against racist comments and behaviour.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school's pastoral support and guidance for pupils are very good. Teachers and support staff know their pupils well, have very supportive relationships with them and employ very good systems to monitor and support their personal development.
31. Parents agree that the school puts a great emphasis on care and pastoral support for pupils and families, and this was also recognised in the last inspection. The school extends its concern for families and does all it can to involve them in its support for pupils.
32. The care the school can provide has been extended by its participation in the Education Action Zone through the Study Support, and involvement in various local initiatives connected with it. In this way it tries to redress some of the disadvantages of pupils' circumstances and is part of the movement for social inclusion.
33. Arrangements for child protection are good and well known by all; health and safety measures are well organised. The school calls on specialist help when needed and health professionals and road safety and police officers visit regularly. The school's measures for promoting good behaviour by way of merits and incentives are very effective. It means that potentially disruptive pupils are approached in the same consistent way and pupils are very clear about what is expected and where the boundaries are. Behaviour and personal development is monitored very well and all staff know their pupils well.
34. The school has very effective procedures for assessing and monitoring pupils' academic development. Teachers make effective use of baseline assessment to gauge children's starting-points when they enter the nursery and again at entry to reception. In the nursery children's abilities are assessed in relation to the areas of learning, and the results are used to adjust planning to the needs of individual pupils and groups of pupils. Frequent discussions among nursery staff ensures an ongoing match of activity to pupils' needs. The statutory baseline assessment in reception accurately gauges pupils' progress from their starting-point in the nursery and is similarly used to group pupils for much of their learning in reception. A very full range of standard and non-standard assessments is used to track pupils'

progress through Key Stage 1 and Key Stage 2, most particularly in literacy and numeracy, and all teachers employ good methods of recording assessments.

35. The school fully complies with the statutory requirements for formal assessments at age 7 and 11. In addition, the school makes effective use of optional tests in Years 3, 4 and 5 to measure progress and to inform the grouping of pupils in English and mathematics. Assessment of the needs and progress of pupils with special educational needs is thoroughgoing and leads to the setting of very specific learning targets which are well-known to teaching staff and the pupils themselves and which are regularly reviewed. For example, three pupils in a Year 3 support group working to consolidate their reading skills, each had frequent mentions of their targets made explicit by their support assistant, and could explain what they were trying to achieve, such as using the proper names of the characters in the story.
36. Across the curriculum, teachers make assessments of pupils' achievements in all subjects and these are reported to parents in person when they visit their children's teachers, and in writing through the formal reports procedure. A strong feature of the school is its gradual introduction of pupils to personal target-setting, and the communicating of targets to parents, through the recording of achievement process. The targets are subject to termly review, and pupils evaluate their own progress against them. This is a very effective way in which pupils are involved in improving their own learning and performance.
37. The school makes very good use of assessments to plan appropriate learning, to differentiate objectives and activities in order to take pupils' abilities into account and generally to ensure that groupings are based on ability for much of their learning. The assessment co-ordinator, the co-ordinator for Key Stage 2 and the deputy head have a good grasp of the range of assessment activity in each phase of the school and at the points of transition.
38. The school has gathered a full range of data on pupils' progress and is making very effective use of it in relation to particular pupils and groups of pupils. This is implemented by the results of monitoring activity such as classroom observation and scrutiny of pupils' standards of work and progress in their work-books. At a much more strategic level, however, in gauging the improvements over time across the school, not enough use is yet made of benchmarking and comparative data.
39. The school does not have effective links with the local Health Action Zone, which would be helpful in reviewing and developing its health-promoting activity in school.
40. Health and Safety risk assessments are carried out fully and regularly by the co-ordinator and governors, and there is an effective system for recording incidents and injuries. A frequent factor in minor injuries to pupils is the poor condition of the surface of the school playground, which needs attention. The school is fully aware of this but has been unable up to now to find funding for this improvement.
41. Overall, the care the school provides for pupils is a significant strength, and contributes to standards and good relations with pupils and parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. There was a large number of returns of the parents' questionnaire, which were overwhelmingly favourable to the school and the way parents are included as partners. This was confirmed by talking to parents during the inspection and by views expressed at the pre-inspection meeting.
43. There is a good early intervention programme in nursery whereby parents are

visited or invited into school so that staff and parents get to know each other in a personal interview. It also provides an opportunity for children to experience some of the activities they will be encountering when they start the nursery. Allied to the parents and toddler group, which runs regularly and lets younger children work alongside nursery pupils, this makes a solid basis for staff to start a partnership with its parents.

44. This is continued throughout the school with parents happy to talk to staff at the beginning and end of the day. Parents see the head teacher as particularly approachable. She is able to involve them with any behavioural difficulties and come to a joint approach with families.
45. Some parents support their children by listening to them read and most ensure their children attend school regularly and punctually. However, some take them out of school for holidays during term time and there is a higher than average unauthorised attendance rate.
46. Parents give valuable help in the classroom and around school; they fundraise and accompany pupils on trips. All of this helps to strengthen the school community. The caretaker, who is also a governor, drives a minibus to transport parents to help on the school trips in the summer term.
47. Parents receive a good level of information about the curriculum and there are regular consultation evenings held. The recording of achievement process, where teachers support pupils in personal target-setting and review of progress, successfully involves parents, who are well-informed about their children's targets and progress.
48. The school's publications are welcoming and informative and there are special booklets produced for parents whose children are about to start school. For example, a helpful booklet on what the national tests entail is provided for parents. These and regular newsletters help to keep parents abreast of what is happening and as a result there is a very good partnership.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Leadership and management of the school, which were strengths in the last inspection, are very good. The headteacher's leadership is excellent. Her passion for raising the achievement and improving the opportunities in life of all pupils in the school community is effectively shared with governors, parents, staff, pupils and partner agencies, and is a driving force behind the trend of rising standards in the school. Management responsibilities delegated to the deputy head, other senior staff, co-ordinators and those who manage other aspects of the school, are carried out very well.
50. The school's aims and values are detailed and comprehensive, and reflect a commitment to an inclusive approach and equality of opportunity which are embedded in all the daily practice and work of the school. A shared commitment to improvement is evident throughout the policies, plans and practice of the school, which have a direct impact on the quality of pupils' learning and achievements.
51. The governing body is now more effective than at the time of the last inspection, taking an increasingly strategic role in setting the long-term direction of the school and checking its progress. In particular, the school improvement plan now sets out detailed targets for a range of priority developments and improvements, and careful review and evaluation of progress informs the setting of future plans. The plan is now a much more effective tool for managing improvement than that reported on the last inspection. Governors fulfil their statutory responsibilities and overall have a

sound understanding of the school's strengths and weaknesses.

52. Monitoring and evaluation are strong features of how the school is managed. An extensive range of observations of teaching and learning, and the quality of the learning environment, has a strong evaluative strand, tracking the impact on pupils' progress. A process of school self-evaluation is well underway, supported by a good range of data-analysis. The school is not yet using the full range of data-analysis available, especially in accounting for its achievement in a strategic way. There is scope for further development of this. Nonetheless, the school is taking effective action to secure improvement in the quality of teaching and learning, and in the standards achieved by pupils.
53. Financial management and control are efficient; the school is well funded and effectively targets resources to secure improvement in terms of standards and quality. The school makes effective use of best value considerations in arriving at its financial decisions. There is effective use of information and communication technology for administration, and the school runs in a smooth, orderly and calm way. Funding accrued through grants and the Education Action Zone are geared towards fullest impact on pupils' learning and achievement.
54. The school is well staffed and there are good arrangements for the continuing development of teaching and support staff, keeping their skills matched to the needs of the curriculum and their pupils. The school is effective in supporting newly qualified teachers, and students on initial teacher training.
55. Deficiencies in resources highlighted in the last inspection have been addressed, with large investments in books and information technology equipment in the past year. The area bases used for teaching are now well resourced for most subjects, and considerable enhancement of books for English is about to take place in the "Success for All" initiative.
56. Accommodation is very good and well cared for, providing an attractive and stimulating learning environment to which pupils respond well. Some exterior paintwork and the surface of the hard area of the playground continue to need attention, the latter being a frequent factor in minor injuries to pupils.
57. Overall, the school deploys its resources very effectively and imaginatively to support its key priorities in raising standards, and achieves good value for money,

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to build upon progress so far and raise attainment further, the school should
 - (1) Improve standards further in English by
 - continuing to improve skills, in spelling, handwriting, reading and writing;
 - making sure that lesson objectives are clear in English lessons in Years 5 and 6. (Paragraphs 6, 19, 70, 72, 74)
 - (2) Share good practice and strengthen the provision of the key skills of
 - information technology, by
 - covering the full range of ICT competencies to include control, modelling and monitoring skills;
 - providing further opportunities for pupils to use the full range of skills across the subjects of the curriculum; (Paragraphs 9,

24, 94, 102, 112, 113, 115)

- communication, by
 - planning more systematically for talk, through role-play, drama, discussion and debate in lessons across the school;
 - developing higher expectations of pupils' ability to express themselves, clearly and coherently, and giving full answers using appropriate vocabulary; (Paragraphs 19, 69, 80, 81, 85, 97)

 - problem-solving, by
 - sharing more widely across the planning the good practice which exists in some areas;
 - extending opportunities for pupils in Key Stage 2 to engage more frequently in open-ended inquiry and investigation;
 - developing teachers' questioning skills to promote pupils' higher order thinking skills; (Paragraphs 84, 91, 104)
- (3) Share good practice and provide more opportunities for pupils to appreciate the diversity of cultures and backgrounds in the wider world, by
- building more explicit attention to this into planning of units of teaching and learning across the school;
 - making links, through use of ICT, with pupils in more culturally diverse areas in Britain and overseas;
 - ensuring that displays around school, new resources and the range of visitors who come to assist the school reflect a more diverse world than the immediate community around the school. (Paragraphs 29, 104, 126)

OTHER SPECIFIED FEATURES

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- improve the school's use of individual pupil's assessment information and test data to gain a more precise overview of progress across the school. (Paragraphs 38, 52)
- strengthen links with the local Health Action Zone in order to develop further the school's programme and practices in relation to health issues. (Paragraph 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	30	39	25	3	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)	52	300
Number of full-time pupils eligible for free school meals	0	164

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	10	96

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	21
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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	20	26	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	15	14
	Girls	15	19	20
	Total	26	34	34
Percentage of pupils at NC level 2 or above	School	57 (64)	74 (77)	74 (81)
	National	82 (77)	83 (81)	86 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	16
	Girls	19	19	19
	Total	33	36	35
Percentage of pupils at NC level 2 or above	School	72 (76)	79 (75)	76 (78)
	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	23	30	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	18
	Girls	19	18	20
	Total	30	31	38
Percentage of pupils at NC level 4 or above	School	57 (36)	58 (33)	72 (64)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	19
	Girls	21	19	22
	Total	32	32	41
Percentage of pupils at NC level 4 or above	School	58 (44)	60 (42)	77 (61)
	National	67 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	250
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	16	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)	13.5
Number of pupils per qualified teacher	23.1 : 1
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	302

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2.0
Number of pupils per qualified teacher	26.0

Total number of education support staff	2.0
Total aggregate hours worked per week	65.0

Number of pupils per FTE adult	13.0 : 1
--------------------------------	----------

FTE means full-time equivalent.

Financial information

Financial year	1999
----------------	------

	£
Total income	711935
Total expenditure	706416
Expenditure per pupil	2097
Balance brought forward from previous year	22481
Balance carried forward to next year	28000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	407
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59.0	37.0	4.0	0.0	0.0
My child is making good progress in school.	59.0	39.0	1.0	0.0	0.0
Behaviour in the school is good.	68.0	31.0	0.0	0.0	1.0
My child gets the right amount of work to do at home.	39.0	47.0	3.0	1.0	9.0
The teaching is good.	76.0	21.0	1.0	0.0	1.0
I am kept well informed about how my child is getting on.	68.0	25.0	5.0	0.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	82.0	15.0	0.0	0.0	3.0
The school expects my child to work hard and achieve his or her best.	74.0	26.0	0.0	0.0	0.0
The school works closely with parents.	71.0	25.0	3.0	0.0	1.0
The school is well led and managed.	74.0	26.0	0.0	0.0	0.0
The school is helping my child become mature and responsible.	58.0	40.0	0.0	0.0	3.0
The school provides an interesting range of activities outside lessons.	69.0	19.0	3.0	0.0	9.0

Summary of parents' and carers' responses

Responses from parents were overwhelmingly very positive about the school.

Other issues raised by parents

There were no other issues raised by parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. The provision for all children under five is very good. Most of these children are in the nursery, but there are eight children who are still four years old who are in a reception class. On entry into the nursery children's attainment in spoken language is very low, but the provision is very effective in helping to widen children's vocabulary and in providing them with a rich variety of learning experiences that help their development. By the time children enter the reception, in the term of their fifth birthday, they have made good progress overall. However, attainments in language and literacy, their knowledge and understanding of the world and aspects of mathematical development are lower than expected because children have limited vocabulary and this affects their thinking skills. Consequently, children are not on track to meet the expected desirable outcomes by the time they are five. Children make very good progress in creative development and in their personal and social development and satisfactory progress in physical development; children are on course to meet the desirable learning outcomes in these two areas by the time they are five. Children under five make good progress overall due to the good teaching in the nursery and in reception.

Personal and social development

60. Children make very good progress in personal and social development because of the very good provision made for this area of learning from the moment the children enter the nursery. In addition the very successful early intervention programme ensures that children have a positive introduction to school with their parent/carer during the term prior to admission to nursery. All the nursery staff build on this early experience and reinforce routines consistently. As a result, nursery children settle very quickly and happily into daily routines. They are very independent and confident enough to make choices of what they would like to do. Children go to the toilet independently, wash their hands, put on their own aprons for painting and put coats on for outdoor play. Individuals in the nursery concentrate really hard as they struggle to glue pieces of straw onto wood or paint a picture of the seaside. The effective provision for children's personal and social development continues into the reception class, where children work well together as they make tea in the home corner for Mrs Honey and tidy away their equipment speedily so that they can move onto the next task. Children are highly motivated to behave well and enjoy earning dots and stickers for good behaviour and good work. The consistent approach to rewards by all staff members and the very good teaching ensures very good behaviour, relationships and positive attitudes to school.

Language and literacy

61. Despite good teaching and good progress of children in nursery and reception, most children are not on course to reach the expected desirable outcomes for language and literacy by the time they are five, particularly in speaking and knowing letter sounds. The school does all that it can to provide a stimulating environment that is surrounded by words, interesting reading material, a variety of story books to look at, 'talking books' to follow on the computer and story tapes to listen to. Adults talk to children and plan effectively for them to work together. As a result, children broaden their vocabulary, which increases their understanding. Children are good at listening to stories, to adults and other children. However, by the time they are five many of the children give only one word answers to questions, do not talk clearly, speak in broken phrases and find remembering new words difficult. For instance, when recalling words from the story in order to list the items on Mrs.

Honey's hat, reception children could not remember the words 'lace', 'ribbon' or 'buttercup' in order to complete the task. This was despite the actual items being available as a prompt. Children also found it difficult to explain what they were doing.

62. Children enjoy and have a respect for books. They sit quietly on the carpet when they enter the nursery at the beginning of the day and look with interest at the pictures in books. They turn over the pages from left to right and pretend to tell the story to a friend. However, lack of vocabulary hampers children's ability to talk about what might happen in the story and this also has an impact on more able children's ability to guess words. For instance, when children in reception were asked to predict what might happen next in the story, there was much excitement, hands shot up and there was a great deal of pointing to the relevant part of the picture. However, a significant number of children could not explain that the cow might take something off the hat because they could not think of the word 'cow', even with the prompt of its starting letter sound. In the nursery and reception very good provision is made to develop children's writing skills. There are opportunities to write through well-resourced writing corners, role-play areas and other activities for children to make marks on paper to represent lists, signs and letters. With good adult support, children in reception write stories and sentences about their drawings. Most of the writing is in the earliest stages of development.

Mathematical development

63. Teaching in this area of learning is very good. The adults working with children under five use every incidental opportunity to develop children's mathematical understanding. For instance, very good use is made of registration to reinforce children's counting and mathematical words such as 'one more' and 'how many'. Most children make good progress, are on course to meet the learning outcomes in their practical work and in counting and recognising numbers. Children in the nursery can sort small building equipment into the correct storage boxes, match the number of plates and cups to the number of people coming to tea, and re-create a simple pattern using picture cards. Children count to ten, and many beyond ten, recognise numbers up to five by their shape, and more able children in the nursery can accurately put the 'numbered fish' in order from one to ten. An aspect of mathematical development where children are not on course to achieve the expected outcomes is in the use of correct mathematical words to describe the size and position of objects and to explain what is the same and what is different about patterns that they are making. Whilst children understand, in the main, mathematical words used by adults, they do not use them accurately when talking about their own work.

Knowledge and Understanding of the World

64. The rich learning environment, effective planning, good use of resources and sensitive support of all the adults working with children under five contribute to the good teaching in this area of learning. Adults talk with children about the weather, their visits to the shops, their families, how water is used in the home, old and new objects, and routes that can be taken to get to the park. Children explore the properties of water and sand, ways of sticking different materials together and how to make a picture move on the computer screen. They build big boats using large bricks, or small boats using straws, paper and small pieces of wood, referring to the pictures in books to give them ideas of what should be included in their structures. There is a strong emphasis on developing children's vocabulary, but despite this emphasis, children do not readily ask questions or talk with one another as they work. Adults provide sensitive support as required to help children to solve problems and to reinforce their knowledge and understanding. Good progress is made by the age of five their attainment is variable depending on children's acquisition and use of language. For many pupils the desirable learning outcomes

in this area of learning will not be met by the time they are five.

Physical development

65. The range of activities planned for indoors provides many opportunities for children to handle small equipment such as scissors, glue-spreaders, paint brushes, pencils and crayons. Consequently children make good progress in the skills that enable them to draw, paint and create pictures confidently and competently using different materials. They also put together small models using construction equipment with dexterity. The development of children's awareness and use of space through a variety of movements, such as crawling, balancing and jumping, and their use of large pieces of equipment is more limited due to insufficient time being provided, particularly outdoors. This was an area for development highlighted in the last report which has been partially addressed, but which needs further consideration to ensure all children's physical development needs are fully met. Overall, teaching and learning in this area is satisfactory.

Creative development

66. Very good progress is made in this area due to the very good teaching and the provision of a wide range of stimulating resources and activities. Children in the nursery create a range of pictures and drawings, stimulated by artefacts and recorded sounds. They take on different roles in the home corner and 'The Dorchester Garage'. They sing 'The Wheels on the Bus', with all the right actions, as they imagine themselves travelling through the town in their bus from the garage. The sounds of different musical instruments that are readily available in the nursery are explored and children guess the correct instrument, using the correct instrument name, in the 'Guess the Sound' game. Children are beginning to remember the words to songs such as 'Heads, shoulders, knees and toes' and join in with the actions. By the time children are in reception they join in confidently with older children in the class to clap rhythms and to recreate a mini-beast musical story. Imaginations are stimulated through role-play and through drawing, painting, modelling and playing in the sand and water.

Management of Early Years

67. The early years co-ordinator leads a very effective team of practitioners and there is good liaison with the reception teacher in planning an appropriate curriculum for all the under fives. This is an improvement since the last inspection where it was identified that there was a need to secure better continuity from nursery to reception. There have also been improvements in the provision for reception children; they are given opportunities to make choices and there is active learning rather than the previously reported 'passive' learning. Satisfactory progress has been made in developing the provision for outdoors. However, the full potential of the outdoor environment has not yet been fully exploited. Very good use is made of on-going assessments and there are plans to track children's progress more systematically to help the school to measure its own success. Links with parents and carers are very good and the parent and toddler group, the early intervention programme and home visits help to build an effective partnership with the home.

ENGLISH

68. The results of the 1999 National Curriculum tests show that standards reached by

seven-year-olds at the end of Key Stage 1 were well below the national average in reading and writing. However, when attainment at the end of Key Stage 1 in 1999 was broadly average when compared to similar schools. The results of the 1999 National Curriculum tests for eleven-year-olds at the end of Key Stage 2 showed that standards of attainment in English were well below the national average. However, compared to similar schools, the school is doing well, with standards above average. Evidence from the inspection shows that standards in English are improving. The standards attained by the current group of Year 6 pupils are not representative of the standards in other year-groups in Key Stage 2. This is because there is a high number of pupils who have difficulties in this subject in Year 6 and who have been identified as having special educational needs. Provisional results of the current year's national tests (for the year 2000) show that the school's target for English has been exceeded at both key stages, and there is marked improvement at the end of Key Stage 1, particularly in reading.

69. The present level of attainment at both key stages from the evidence of inspection is below the national expectation in all aspects of English. Pupils begin Key Stage 1 with overall standards in English that are well below national expectations, with particular weaknesses in speaking and listening that affect attainment in reading and writing. In both key stages pupils are developing their ability to speak Standard English, but many have very limited vocabulary and lack experience in using talk in different social contexts. When speaking, pupils generally have confidence but not clarity. When giving answers to questions, pupils seldom give a full explanation or response. Teachers give some good opportunities to develop these skills; for example in discussing themes and characters in texts used in the National Literacy Strategy and in generally asking about pupils' opinions and ideas. Practices are however patchy with some opportunities to involve pupils in discussion missed. Pupils can sustain their listening skills during assemblies and respond very well to most teacher-led information, stories and lessons. Conversation opportunities, discussion, debate and appropriate shared question times are however limited, as are pupils' comments on lessons. Role playing, drama and group discussions are currently under-developed and therefore the potential to allow pupils to express feelings and thoughts are not exploited throughout the whole school curriculum.
70. The development of reading skills at both key stages is well supported by the school. Improving the standard of pupils' reading is seen to be a whole school current priority. The use of new reading schemes and reading resources have greatly improved since the last inspection. Some pupils get little support with their reading at home. Parents/carers are however becoming more involved with initiatives to share books with their children. The school for example regularly provides parental reading workshops. Basic reading skills are appropriately introduced through the National Literacy Strategy. A group of pupils from Year 1 were observed successfully naming letters and reading familiar words. They were able to recognise the use of simple language, distinguish one word from another and recognise words with common spelling patterns. Pupils read regularly during the literacy hour. Classroom books are very appropriate and well used. The school library is well stocked; all pupils have access to the library on a timetable basis but it is currently under-used to extend pupils' reading interests and reading skills.
71. An extended writing session has been implemented for one session per week to improve the quality of writing. This is working well in that it is developing handwriting, presentation, punctuation and language structure. The school is using some good strategies to enhance attainment in this aspect of English. A published handwriting scheme is used to encourage the natural flow of writing. As a result, handwriting is often well formed and generally neat at the end of Key Stage 2. Workbooks clearly show a marked improvement in written English over time.
72. There is a clear progression of writing skills developing throughout the school. At Key Stage 1 the younger pupils are able to appropriately respond to various writing

stimuli such as book cover images, photographs, illustrations and dolls. Throughout Key Stage 1 pupils are offered the opportunities to plan, order and write simple stories. In Key Stage 2 pupils are encouraged to write at length for a good range of reasons. For example; having compared and contrasted the writing style of William Blake they are able to create and successfully write their own 'story poems'. Pupils are able to plan stories and show awareness of character and plot development. Pupils are actively involved in learning and correcting spellings, although spelling is not as accurate as it could be. They are encouraged to draft and re-draft text to produce longer, more descriptive pieces of writing. Opportunities to use writing in formal situations are developing well. For example, good quality letters of appreciation to book publishers were written by pupils.

73. Pupils show good attitudes to their learning. They generally concentrate well and are keen to produce good quality of work. The standard of their behaviour in class is very good. Pupils with special educational needs are very well supported and progress well. The school has adopted the strategy of additional literacy support from the city's central specialist Learning Support Service for identified pupils. The support that they receive is very effectively developed for individuals. This raises the standards of pupils with special educational needs.
74. The quality of teaching in English ranges from unsatisfactory to excellent. Over three-quarters of teaching is at least good. However, one lesson in ten is unsatisfactory, mainly due to unclear instructions or insufficient teaching of key objectives that restrict pupils' progress. Where teaching is very good or excellent, teachers are appropriately using the National Literacy Strategies, planning is clearly in place and good teaching of basic skills, specifically phonics, takes place. The best teaching makes the very best use of question and answer sessions to develop pupils' speaking and listening skills, pace is brisk and pupils are clearly on task and kept busy. Teachers clearly indicate how pupils can redraft and improve their work. Homework is appropriately set and, for many pupils, reinforces well the basic skills of reading and spelling. Overall pupils make good progress at both key stages. Very effective use is made of school based classroom support assistants, members of the Hull Learning Support Services and adult volunteers.
75. The co-ordinator manages the subject well through her enthusiasm and dedication to raising standards. Her monitoring and providing feedback to teachers result in improved planning. She regularly arranges training and development opportunities for all staff. Training has been delivered each term in the National Literacy Strategy, and specific training has been provided in spelling, working with groups in the literacy hour, writing and target setting.
76. Since the last inspection there has been significant overall improvement in English resources. The school has looked carefully at its reading resources, withdrawn obsolete materials and provided new, good quality materials, which appropriately support the learning needs of pupils of all abilities.

MATHEMATICS

77. The key issue from the last inspection report requiring improvements in attainment in mathematics across the school has been successfully addressed. Standards of attainment seen during the inspection show that pupils' attainment is broadly in line with national expectations at the end of both key stages. The last inspection found standards to be below the national expectation at the end of both key stages.
78. The results from last year's national tests (1999) showed pupils' attainment at the end of both key stages as being well below the national average. However, compared to similar schools attainment was above average at the end of Key Stage 1 and average at the end of Key Stage 2. The percentage of pupils attaining the higher level 3 at the end of Key Stage 1 was well above both the national average

and that of similar schools, further reflecting the improvement since the last inspection, where only a very small number of pupils achieved the higher level. The 1999 test results showed a difference in the attainment between boys and girls. The girls outperformed the boys at the end of Key Stage 1 and attained close to the national average. At the end of Key Stage 2 this was reversed and the boys outperformed the girls.

79. The trend of improvement based on results from the national test from 1996 to 1999 shows steady improvement at Key Stage 2. However, the trend for Key Stage 1 for these four years does not reflect improvement. This is not born out by the evidence from inspection, however, where good progress is noted in pupils' understanding and use of mathematics when solving simple problems. Additional factors that have helped to secure progress and raise standards in Key Stage 2 are good use of booster classes, study support and the provision of additional tutor support in Year 6 through the Education Action Zone initiative. Throughout Key Stage 1 in particular, mental calculation skills are improved and the impact of the National Numeracy Strategy in both key stages is helping to raise standards in mathematics. Provisional results from the current tests (Year 2000) show an improvement at Key Stage 1; at Key Stage 2 results show significant improvement. The organisation of pupils in Key Stage 2 into groups based on their abilities is a strength because it helps to target teaching that is well matched to what pupils need to learn. This is particularly valuable for pupils with special educational needs, who make good progress, gaining a great deal from smaller teaching groups.
80. Pupils' mathematical attainment on entry into reception is, in the main, below expectations, particularly in their understanding and use of mathematical language. Pupils make mostly very good progress throughout Key Stage 1. From reception, pupils use their knowledge and understanding of number, shape and measurement when exploring sand and water. During registration some pupils work out how many in the class are absent. Pupils in Year 1 understand and explain simple symmetry as they use paint and paper folding to create symmetrical butterflies. They count leaves and petals accurately and use a tally sheet in science to record their findings and order numbers to thirty on a number line, and some to fifty. By the end of the key stage the majority of pupils attain the expected level. Pupils in Year 2 ask relevant questions in order to guess a number between zero and a hundred using a range of appropriate mathematical vocabulary, such as 'odd', 'even' and 'less than'. They are able to read information from a pictogram or bar chart and are able to explain the vocabulary introduced to them at the beginning of the lesson, such as 'title', 'pictogram' and 'bar chart'. Computers are used well to look at different types of graph in order to answer questions about favourite flavours of ice-lolly. Most pupils draw their own graphs and some more able pupils are able to use a scale with missing numbers when drawing a block graph. Pupils in Year 2 also count in twos, fives and tens and discuss the type of sum needed to work out money problems. Where pupils' attainment falls short of expectations it is frequently due to them not understanding what to do because they have not fully grasped the relevant mathematical language.
81. Pupils in Year 3 learn more about multiplication through repeated addition. More able pupils are beginning to understand and use mathematical language in relation to simple ratios. Pupils in Year 4 find fractions of a whole through good use of a fractions board. Many older pupils are not very able at explaining how they have worked out their answers. The full impact of the numeracy strategy has not yet fully influenced pupils' established working methods, which have in the past relied too much on working things out on paper. These pupils have not systematically acquired the full range of mathematical vocabulary that helps them to talk about their work nor have they developed a wide range of strategies over a period of time to enable them to work out different number problems in their heads. However, pencil and paper activities result in accurate working and in the majority of cases, correct answers.

82. Pupils in Key Stage 2 are able to apply their mathematical knowledge to other subjects. For instance, pupils in Year 5 record their measurements in a science activity on forces, and accurately weigh historical artefacts. A group of pupils from Years 5 and 6 collect weather information from the internet, look at equivalent temperatures in Fahrenheit and Celsius and record their results on a chart for analysis.
83. Overall, teaching of mathematics is good. In at least half of all lessons teaching is very good or excellent. In the other half of lessons teaching is mostly satisfactory; no teaching in mathematics is unsatisfactory. The most consistent teaching is in Key Stage 1, where it is very good in four out of every five lessons. The quality of mathematics teaching shows good improvement since the last inspection where, at Key Stage 1, it was mostly satisfactory, and there was some unsatisfactory teaching at Key Stage 2.
84. Teaching is most successful where pupils of all abilities are actively involved in giving responses. For instance, white boards and number cards were used effectively in different classes to enable pupils to show that they knew the correct answer to a mathematical problem. Ensuring maximum involvement of pupils through the use of a range of skilful questions so that all pupils can take part is another effective strategy used by teachers. There are many strong features in the teaching of mathematics. Where teaching is most effective clear instructions are given so that the pupils know exactly what to do, what is expected of them and what they are expected to learn. Very good relationships encourage pupils to offer answers confidently and without being concerned that they could be wrong. Excellent use is made of pupils' mistakes to help to develop correct methods or ways of thinking. A range of answers is taken from pupils to establish levels of understanding before discussing the correct one. There are high expectations of pupils' behaviour, which results in an effective learning atmosphere. Real life situations are used to sort out mathematical problems. This was seen in Years 5 and 6 where the use of real money helped pupils to solve problems at the school disco. Also pupils in Year 2 worked out the class's favourite flavour of ice-lolly chosen on a recent visit to Filey. These kinds of activity help to motivate pupils, contribute to their enjoyment of the subject and promote good progress.
85. A feature of the weaker teaching that needs further improvement is the lack of emphasis on developing pupils' mathematical thinking by helping them to take step-by-step approaches to a problem, or asking them to explain the methods they use in working out problems in their heads. Pupils have insufficient opportunities to work in pairs in which they are required to discuss problems and explain how they might tackle them. The need for higher expectations of pupils' use of correct mathematical terminology when talking about their work is another aspect of the weaker teaching. Teachers' planning, whilst very good overall, does not plan consistently for the use of information technology to enhance pupils' learning in mathematics.
86. The co-ordinator has given good support to colleagues for the introduction of the National Numeracy Strategy. This has resulted in good progress in planning for and implementing the three-part lesson structure that has helped to raise the quality of teaching and learning in mathematics and has supported the school's aim to raise standards. The co-ordinator monitors teaching and teachers' planning regularly and is enthusiastic about the numeracy strategy.

SCIENCE

87. Attainment in science, based on the work seen and from discussion with pupils, is in line with national expectations at both key stages. There is no significant difference in attainment in science between girls and boys. Standards attained by pupils at the

end of both key stages in the 1999 tests were well below the national average. However, pupils' attainment was broadly in line with the average when compared to schools with a similar intake of pupils. Early indication is that this current year's national test results (for the year 2000) are an improvement from last year.

88. Pupils at the end of Key Stage 1 confidently point out the flower, stem and leaves of a plant. They dissect and identify major plant and flower-parts and use information technology skills when using a computer-modelling program to assemble diagrams of plants on-screen, and label and write about plant structures. They listen attentively to their teachers and to one another, answer questions sensibly and thoughtfully and share ideas readily in class discussions, such as regarding the possible functions of flowers and roots. Pupils understand and use technical vocabulary such as the meaning of the word 'dissect' and key words like 'buds' and 'flowers'. They enjoy dissecting and tasting different varieties of fruit and relate this experience to work on plant structures.

89. At Key Stage 2 pupils describe the properties of a magnet and discuss and develop an investigation into magnetic and non-magnetic materials. They list the requirements of a fair test and design and complete a table of results. They discuss and analyse the difference between magnetic and non-magnetic materials that they have tested, and review their investigation with a view to improving the likelihood of its success. Pupils in Year 3 and Year 4 contribute to the design of, and carry out an enquiry into seed growth. They know and talk about the requirements for germination and offer sensible suggestions for improvements to the enquiry. Some pupils accurately measure volumes of water using a measuring cylinder; other pupils are less accurate in their measuring and less aware of the importance of accuracy to the success of their experiments.

90. The quality of teaching is good overall, as it was in the last inspection. The strengths of the teaching lie in detailed lesson plans with clear, precise lesson objectives that lead to good progress and skill acquisition by pupils. Also, in Key Stage 1, careful, patient explanation of planned science work results in pupils confidently and accurately carrying out tasks. In Key Stage 2, calm, confident delivery of information brings about successful acquisition of knowledge and good responses from pupils. For example, pupils were very clear that "seeds need water and warmth to grow". Throughout the school, pupils respond with enthusiasm in science lessons.

91. Practical and investigative science work is a strength at Key Stage 1, where much of the science curriculum is delivered through hands-on activities, resulting in a better understanding of science topics by infant pupils. At Key Stage 2, there is a greater emphasis on theoretical aspects of, and revision in the subject. Currently, insufficient opportunities are given for older pupils to investigate and make decisions regarding the planning and direction of scientific enquiries and to analyse and solve problems.

92. Good use is made of additional adults, including classroom support assistants; they are well informed of activities to be undertaken and are adequately prepared for their support role in the classroom. In Key Stage 1, use of the new 'IT Suite' to support science teaching results in significant gains in scientific skills and knowledge by pupils. However, the use of information technology generally to enhance teaching and learning in science is not well developed and many opportunities to record, model and analyse science work using computers are currently missed. In Key Stage 1, opportunities are made to reinforce numeracy work, for example in the counting of petals and leaves. Widespread use is made of bright, attractive science-related displays in classrooms, which pupils use effectively

as sources of science information. Marking is sometimes cursory at Key Stage 2, limiting opportunities to use assessment to inform future planning.

93. The subject co-ordinator is well qualified and experienced. Science assessments take place in all years at both key stages and results are analysed to help teachers to plan for the different abilities of pupils. Resources are adequate and materials and equipment are available in the separate teaching areas. There has been an increase in the quality and quantity of science reference books since the last inspection, where it was noted that there was shortage. An environment plan complements science work in all years. Good links with business partnerships and the community enhance opportunities for science-related visits. Monitoring of science lessons by the co-ordinator supports progress in teaching and encourages thorough joint planning. Overall, the co-ordinator provides valuable support to all members of staff.

ART

94. The excellent displays of pupils' art throughout the school add to the rich and stimulating environment where pupils' work is valued. Attainment in art is in line with national age-related expectations in both key stages. At Key Stage 1 pupils use a wide range of resources to create pictures such as fabrics with sown detail to represent seascapes, and wool and paper collage is used effectively to depict the story 'The Lighthouse Keeper's Lunch'. Pupils have the opportunity to respond through drawing and painting to things that they see and they explore colour, shape and tone. They re-create man-made patterns and those seen in nature using a range of different materials.
95. At Key Stage 2 pupils understand a range of techniques for block-printing, including a variety of applications and some of the potential difficulties. They complete test prints and letterheads, and evaluate them. In displays around the school pupils show the ability to paint in the style of artists such as Cezanne and Picasso, and to produce work in two dimensions and in three dimensions. The clay castles made as part of study support demonstrate impressive achievement.
96. Standards in art have been at least maintained since the last inspection. The provision of enhanced resources, and visits by artists-in-residence have considerably enhanced the quality of teaching and learning, and the range of opportunities for pupils to demonstrate their artistic skills. Study support activities and purchase of non-western artifacts and posters, have also added to the range of art activities available to support pupils' progress.
97. The quality of teaching is predominantly very good, and always at least satisfactory. Across the school teachers take great care to give pupils access to as wide a spectrum of activities as possible, in a range of media. They demonstrate good artistic skills themselves and provide in displays and school-made resources a good standard for pupils to emulate. This impacts positively on pupils' learning; they were observed working with great concentration and evident enjoyment on their model castles, and showed developing skills in estimating paint quantities needed for their block printing. Teachers' good grasp of the technical and critical language of art is successfully translated into pupils' skills in talking and writing evaluatively about works of art and their own art products.

DESIGN AND TECHNOLOGY

98. Attainment in design technology is in line with national age-related expectations at the end of both key stages. Pupils in reception confidently choose materials and alter their design as they go along. They engage in suitable activities to develop their skills, thinking carefully, for example, about the most appropriate item of cut, sliced or shredded fruit or vegetable to represent hair and features on a face before placing it carefully on a round bread bun. Though opportunities for promoting communication skills were underplayed, pupils were able to draw a picture to represent their designs with accuracy. Skills are progressively developed throughout Key Stage 1. In Year 2 pupils studying the techniques of sewing fabric together were engaged on a project of designing and making a bead bag. They were able to join material together using stitching and to handle needles, scissors and pins safely. They showed good understanding of the design process.
99. Pupils in Key Stage 2 design and make wheeled vehicles that are able to carry a load. They draw their designs and label them to show the materials chosen and their measurements. They make items after finding out how things work best. For instance, a class of pupils in Years 3 and 4 examined sandwiches of various kinds to find out what ingredients they contained in order to make choices when later designing their own healthy sandwich.
100. The satisfactory standards observed, and provision of good, accessible resources for technology, represent a significant improvement since the last inspection. Resources are now plentiful and there are examples all around the school of pupils' success in designing, making and evaluating their technology products.
101. The quality of teaching in design technology is predominantly very good. Teachers have very good knowledge and understanding of the subject, organise their lessons very well, sequence the activities well and deploy their support assistants and volunteer parents effectively. The impact on the quality of learning is evident. Pupils are activity engaged; all are used to organising their materials, making and adjusting plans and reflecting on their achievements. Pupils work at a good pace, make good progress and have pride in their work. Skills such as cutting, pinning, tacking and sewing are developed systematically. All of this is sustained by positive attitudes to creating ideas and products, and displaying them around the school.
102. The subject is well co-ordinated and there is a strong problem-solving approach to the design side. Use of information technology in design technology is however under-developed in relation to control technology, and this needs to be addressed. As with art, the running of clubs, extra-curricular activity and study support significantly enhance the provision. This was evident from the very good response from pupils and their families to the challenge to make a hanging basket. Ideas ranged from cleverly suspended designs of polystyrene packaging to a wonderful upturned ready-planted umbrella.

GEOGRAPHY

103. Attainment in geography is in line with expectations in both key stages. Pupils in Key Stage 1 can describe features of the locality around the school. Reception children in their own classroom are able to describe a table display from different viewpoints and from an aerial view. Pupils in Year 1 describe the features of nearby farms which they have visited. Pupils in Year 2 write about the geographical features they have identified on a visit to the seaside at Filey. Scrutiny of pupils' books revealed that pupils in Key Stage 1 can express views on what they find attractive or unattractive about the places they have visited, and can use

appropriate geographic vocabulary. In Years 3 and 4, pupils have a good grasp of two-digit and four-figure co-ordinates, and are able to apply their learning to simple maps of Beverley following a recent visit. They locate key places on the town map by using co-ordinates, and ascribe a co-ordinate reference to particular places. In Year 6, pupils are able to grasp the system of six-figure co-ordinates and apply their map skills in tackling practice examples.

104. The quality of learning in geography is good in both key stages. Pupils are actively engaged in geographical enquiry and problem-solving and regularly have opportunities to explore different localities in the immediate vicinity of the school and further afield which contributes positively to their understanding of different cultures and backgrounds. They practice and improve their skills progressively across both key stages, and examine both micro-climates established in the school grounds and weather patterns in the wider world. In Year 6 pupils were engaged in measuring and recording temperatures locally, and using the internet to obtain readings of temperatures on the continent, for examples, in Rome and Barcelona.
105. The quality of teaching in geography is good overall and sometimes very good resulting in good attitudes to learning and behaviour of pupils across the school. The teachers have good subject knowledge and are confident in teaching geographical skills. Lessons are well prepared, matched well to the needs of different groups and individuals, and interest is sustained by effective use of activities and resources. The result is that pupils have a real interest in exploring and understanding their environment. The subject is well co-ordinated, and well managed in each teaching area.

HISTORY

106. Pupils' attainments in history by the end of both key stages are in line with national expectations. Throughout the school pupils are given opportunities to handle artifacts of high quality. This helps them to build a picture of the past. They become aware of how people lived in the past and draw comparisons between life in past times and today. For example pupils in Key Stage 1 lesson compared the modern clothes and customs of a visit to the seaside today with a visit in Victorian times. They discussed how things are the same and how they have changed. In a Key Stage 2 lesson pupils developed a sense of chronology by placing a variety of artifacts in chronological order. They studied the likely cost and condition of the artefact, making judgements about quality, how useful the item was and how many were likely to have been manufactured.
107. Overall teaching of history in both key stages is good. Lessons are well planned with interesting content that results in good progress. Teachers explain objectives very clearly and pupils know precisely what they have to do, they are therefore able to take full part in the lesson. Discussions maintain pupils' interest well and they are able to contribute with relevant thoughtful comments. Skilful questioning provides opportunities for pupils to learn and clarify ideas. In Year 2 for example, when pupils were asked, 'What do you think the ladies used the boxes on the beach for?', pupils responded with very appropriate suggestions. In Key Stage 2 good use is made of worksheets which ask similarly carefully phrased questions. Classes are well managed and relationships between teachers and pupils are good. Pupils in both key stages engage well with their tasks and are actively occupied. As a result behaviour is good, lessons are productive and pupils concentrate well.
108. Good use is made of the local environment to make field study visits and build further on the use of practical experiences. The local area lends itself very well to this. At Key Stage 1 pupils learn about Sutton village which contains many old buildings. At Key Stage 2 the wider area is included where the modern developments at Bransholme and Kingswood provide evidence of change over time.

The use of artifacts and the local environment contributes to the effective teaching of history and this is a strength of the subject.

109. History is well planned and the subject has been monitored by the co-ordinator through classroom observation and discussion with teachers, book scrutiny, and discussion with pupils. Areas of strength and those needing development have been identified; for instance, the co-ordinator has looked at how the school can improve further their resources and use of artefacts.

INFORMATION TECHNOLOGY

110. Standards of attainment at the end of Key Stage 1 are in line with national expectations. By the end of Key Stage 2, pupils' attainment in information technology is below national expectations in several important aspects, namely in control, monitoring, and modelling. This pattern of attainment is similar to that described in the schools' last inspection report, and indicates that insufficient progress has been made in providing fully for all strands of the National Curriculum Programme of Study.
111. Significant progress has been made in using information technology in other subjects, which was an issue raised in the last inspection. Pupils in Key Stage 1 produce bar graphs in numeracy lessons, use 'drag and drop' graphics to enhance science and use a painting program to illustrate work in other lessons. By the end of Key Stage 1, pupils can use mouse and mouse button to assemble diagrams of plants on-screen, and add labels from a word-bank. They can use the mouse to open a new file, create a graph of lolly flavours and use a graphics program to draw and colour simple shapes. Some have very limited word-processing skills and are unable to use capital letters or start new paragraphs. All pupils enjoy using and can talk about the use of the computer.
112. At Key Stage 2, desk-top publishing and the use of CD-ROM enhances learning in English, world-wide-web searches are used in geography, and mathematics teaching incorporates symmetrical patterns, survey-results graphs and spreadsheets. By the end of Key Stage 2 pupils confidently log on to the computer network system, produce simple geometric shapes with support, using a screen-turtle program, and produce a simple bar graph and table. They search for and print screens of text and graphics from a CD-ROM encyclopaedia. Some pupils use a desk-top publishing program to compose, edit and re-draft text, producing high-quality illustrated leaflets. Other pupils access and search an internet database of weather to find temperatures in world capitals, and record them regularly. They copy and paste text from one application to another, add graphics and save. Some typing, however, is one-fingered and laborious. By the end of Key Stage 2, pupils are not able to use computers with the required range of skills and capabilities. Whilst they handle data well and have a broad experience of word processing, they do not use control, monitoring and modelling skills. During the inspection limited use was made of computers in shared areas and the library computer was under-used.
113. The quality of teaching in information technology is satisfactory overall throughout both key stages, with some very good features in Key Stage 2. Lessons are planned well, allowing pupils of differing levels of skill to be challenged. Some information technology lessons are less well planned with pupils of all abilities being given the same tasks. This situation has not been fully addressed since the last inspection. Use of the computer suite enables pupils to work together and support each other in learning. Where teaching in the suite is very good, pupils work on a range of different tasks both independently and collaboratively, with calm effective management and highly illustrative guidance via the interactive whiteboard. There is little work demonstrating use of information technology displayed in classrooms, and almost none beyond the use of words and pictures.

114. The school has done much to enhance the provision in information technology through imaginative use of funding to improve and update equipment. Resource deficiencies in hardware and software have been largely overcome, other than in Learning Support, where the equipment is inadequate. The new 'IT Suite' allows pupils excellent access to a high-quality learning environment, with a data projector and interactive whiteboard being used effectively to support teaching of information technology skills. The school computer network, whilst currently not fully effective, has the potential to allow flexible use of information technology across a range of subjects throughout the school and to support the school's cultural development. The computer club, well led by support staff, allows pupils (predominantly girls) to explore the potential of information technology.
115. The management of information technology across the school has significant strengths and some evidence weaknesses. The co-ordinator has worked hard to get the new computer suite up and running. The policy requires revision, as does the information technology portfolio, to recognise recent changes, and to give greater guidance on issues including internet use, assessment and monitoring. All staff have embarked on appropriate training in basic information technology skills, prior to undertaking nationally funded training. An 'information technology certificate for life' scheme is used effectively to record pupils' progress and to reward attainment. Whilst there is some monitoring of planning, this does not include careful evaluation of the range of pupils' learning experiences and consequently, full coverage of the national curriculum is not yet secured.

MUSIC

116. Overall standards in music are good. Pupils' attainment at Key Stage 1 is above national expectations. At Key Stage 2 attainment is in line with national expectations. Pupils at both key stages make at least good progress many make very good progress. Pupils with special educational needs make similar progress to others of similar ability in their year groups. Pupils' good response to their music has been maintained since the last inspection.
117. Pupils at Key Stage 1 are totally absorbed in the subject. They enthusiastically and effectively perform simple rhythmic patterns whilst developing and exploring their understanding of music and its component parts. They use triangles, tambourines, xylophones and glockenspiels to explore sound texture, pitch and pulse. By the end of Key Stage 1 pupils can sing clearly and in tune. This is demonstrated in assemblies where they sing a range of choruses. Most pupils can recall simple clapped patterns correctly whilst keeping beat. Pupils can talk fairly effectively about the sound that they hear and the mood that music conveys to them. Pupils are making very good progress in developing their musical listening skills.
118. Pupils at Key Stage 2 develop their musical comprehension and compositional skills effectively using lines and strokes to express their scoring. They transfer rhythmic work to a five-note scale, understand basic conducting and develop group and class based melodies. Pupils perform as individuals, in small groups and as a class. Performance is recorded to value work and to further improve. Musical vocabulary is well used. All pupils develop very secure listening skills. A few are more confident instrumentalists. Peripatetic instrumental lessons are offered for the violin, flute and clarinet. As an example two flautists accompanied on the piano by

their teacher are able to play tunes in unison covering a full range of notes.

119. Extra-curricular activities make a good contribution to music. There is a school choir. Music is highlighted in school productions at Christmas, Easter and in the summer. The school contributes to the City's Festival of Carols.
120. The music co-ordinator is a talented specialist. She leads in providing a purposeful and appropriate curriculum policy and scheme of work. These are practical documents that include appropriate expectations for all. The co-ordinator very effectively supports colleagues in their development and implementation of the subject. She monitors progress, manages capitation and keeps up to date with developments. Lessons are well structured, progression and continuity are very clear. As a result the quality of teaching is excellent in twenty-five per cent of lessons and at least good in all lessons. Behaviour and classroom management is always good. Other subjects such as English, dance and drama support music. Some excellent music teaching was observed at Key Stage 1. Where teaching is excellent the teacher makes the very best use of varied instrumental resources, and uses question and answer session to develop pupils' listening and performing skills. In these lessons pace is appropriate and pupils are on task, they enjoy what they are doing and are eager to improve their attainment. Teachers plan lessons well and provide very good opportunities for all.
121. The provision of classroom musical instruments is good. They are well used throughout the school as a part of a very stimulating music provision, which inspires pupils to enjoy the subject, learn much and participate with confidence.

PHYSICAL EDUCATION

122. Attainment in physical education is broadly in line with expectations by the end of both key stages. In games pupils in Year 2 balance a small ball on a wooden bat while standing still and also while moving about. They achieve generally satisfactory control of the ball while bouncing it into the air and off the gym floor. Many maintain the control in batting the ball back and forth with a partner, across an obstacle. Standards of hand-eye co-ordination and control of the ball vary considerably in this activity. Pupils in Year 3 achieved satisfactory standards in three activities experienced in rotation in a games and athletics lesson on the school field. They propelled a large ball accurately by means of an overhead throw with both hands; they ran relays over a short distance using a ring as a baton; and they cleared a succession of low hurdles at a brisk pace. Pupils in Years 5 and 6 used straddle techniques to clear a high jump, and completed a long jump with a two-footed landing from a one-footed take-off.
123. The quality of teaching in physical education is satisfactory overall, and better in the more confined area of the gymnasium than on the field. Lessons are well planned to address the key areas of skills required and good relationships help to sustain progress, and ensure an effective impact on pupils' learning and achievement.
124. The quality of learning in physical education is satisfactory overall across the school. Lessons observed were strong on pupils' learning and practising skills. For example, in high jump techniques they learned about and practised run-up approaches at a measured pace, leading leg and take-off leg procedures, and landing. The shortness of available time in physical education in the curriculum led to an under-emphasis in some lessons on pupils planning their approach to the

activity, and subsequently evaluating it. Pupils did, however, have time in the practice phases of lessons to consolidate and improve on their skills so that, in Year 3 for example, pupils performed more consistently in clearing hurdles towards the end of the lesson than at the start.

125. Pupils' response to physical education is generally good. For a small minority their enthusiasm, excitement or just occasionally disengagement led to a lack of co-ordination, control or attention. Pupils nonetheless largely look forward to their physical education lessons and participate wholeheartedly.
126. More broadly, the large array of clubs and activities offered as part of study support and extra-curricular provision offer a real opportunity for most children to experience dance, games, fitness-related exercise and cultural development, such as Maypole dancing.

RELIGIOUS EDUCATION

127. Attainment in religious education is in line with the requirements of the local Agreed Syllabus in both key stages. Only two lessons of religious education were observed during the inspection but scrutiny of pupils' work across the school, in their books and displays in classrooms and discussions with pupils allow for judgements to be made. Pupils in Key Stage 1 studying a unit on Poems, Prayers and Promises have a good grasp of the concept of what promises involve can give examples of the kinds of promises which they make in different circumstances, and have a sense of what it means both to make and to break promises. They can make a link between their own promises and the kinds of promises which they read about in biblical stories or in the lives of religious believers. In Years 3 and 4 they demonstrate, for example, some knowledge and understanding of Hindu beliefs and festivals, particularly Diwali, and in Years 5 and 6 show an awareness of the importance of sacred writings in religious traditions, and in particular creation stories. Across the school their attainment in written work is stronger in relation to knowing about religious beliefs and practices than in responding to them in the context of questions of meaning, purpose and value in life.
128. The school has responded well to recommendations in the last inspection. Considerable funding has been made available to the religious education co-ordinator to purchase the necessary resources to bring the subject to life. Good advance planning and piloting of new units has put the school in a strong position to meet the requirements of the new local Agreed Syllabus and Scheme of Work from September 2000.
129. Teaching in religious education is predominantly good or very good, strengths are the quality of planning, teaching methods, relationships which support the engagement of pupils, and commitment to developing further teachers' own grasp of the subject. The quality of pupils' learning is good. They respond well and make good progress in considering the key features of Christianity, other major faiths and important issues in everyday experience. Assessment remains a weaker aspect of the subject, but the school's new scheme of work provides both the opportunity and the means to enhance teachers practice and to give pupils a picture of how well they are doing in religious education.
130. The implementation of the scheme needs to be monitored and evaluated, especially in relation to the contribution which religious education makes to pupils' spiritual development, and to the key skills in their general learning.

BASIC SKILLS

131. The Basic Skills initiative in the school is very effective.

132. The school has recently received its Quality Mark for Basic Skills from the Basic Skills Agency. This work is having a very positive effect on the whole school approach to the development of basic skills which is essential for the children's learning. It fully supports the school's overall commitment to raising standards of achievement for all its pupils.
133. The school has recognised that there is some underachievement in literacy and numeracy and has sought to make it the responsibility of all staff to work with their own pupils to improve basic skills. Opportunities for informal assessments therefore feature in teachers' daily planning and the outcomes help teachers to plan what is needed for individual pupils for the next lesson. Formal tests are also used in reading, writing, spelling and numeracy and the information gained helps teachers to plan for improvement over a period of time.
134. At the beginning of each year targets are set with the involvement of pupils and these are shared with their parents. There is a very successful process of regularly reviewing progress and rewarding achievement, which is helping to raise attainment in pupils' basic skills.
135. Detailed and effective action plans and targets have been written to support specific aspects of this work. The Early Intervention Project is having a very positive effect on young children's entry into the nursery and is helping parents to see how they can play a part in their children's learning. Evaluation and feedback to staff and governors could be improved by keeping records of how many children and parents have been helped by the initiative.
136. Another very significant strength of the Basic Skills action plans is the management and support of the classroom support assistants. They are making a very good contribution to pupils' progress and level of attainment. They are very well managed, and monitored, they have targets for development and are included in all aspects of the life and work of the school.

GOOD BEHAVIOUR POLICY

137. The 'Good Behaviour Policy' is a significant strength of the school. All members of the school community know, understand and apply the principles of the policy. Documentation outlining the school's expectations in terms of behaviour and conduct is very comprehensive and implementation of procedures is consistent. Pupils have helped to devise the policy and understand fully the procedures for rewards and sanctions. The policy sets the highest expectations, develops the very best relationships and encourages good self-discipline. It insists on the best behaviour in school; this results in better educational opportunities for all. The pastoral care arrangements associated with the policy make a major contribution to the teaching and the climate for learning of the school.
138. The school works very hard to include parents and carers in issues related to pupils' welfare and behaviour. The 'Good Behaviour Policy' is a clear contract to pupils, parents and school-based staff of what they will undertake to do. It constantly encourages better communication between home and school and generally succeeds in this.
139. The 'Good Behaviour Policy' encourages a pleasant, secure learning environment in the school. As a result of the policy staff are consistent and fair and pupils are able to strive for excellence in a calm working environment. Pupils have respect, compassion, self-confidence and very good standards of behaviour and discipline.

The governing body is whole-heartedly committed to the policy. The governors regularly review progress. All school based staff, but especially classroom support assistants, home-school liaison workers, lunchtime supervisors, child protection co-ordinator, special educational needs co-ordinator, deputy head-teacher and head-teacher use the policy to the very best effect.

140. The Policy uses a clear, balanced and appropriate range of rewards and sanctions. Particular emphasis is put onto the positive. All staff members administer the policy very effectively. They do not damage long term pupil relationships or pupils' self-esteem. Good behaviour is consistently praised and rewarded by praise, stickers, letters, certificates, cups, shields and rewards. Sanctions are flexible to suit individual circumstances but are also consistent and fair. They include writing the pupil's name on board, crosses against the pupil's name for continued misbehaviour, isolation within the classroom, isolation elsewhere, informing parents/carers and exceptionally fixed-term exclusion from school. Pupils exhibiting special educational needs with Emotional and Behavioural Difficulties (EBD) are additionally supported well through the enhanced Local Education Authority provision. The school has effective relationships with the White House Unit, and their members of staff give strong support to the school's policy.
141. The 'Good Behaviour Policy' has been specifically translated for use at breaks and lunchtimes. It is generally at these less-structured periods during the day that poorer behaviour occurs. This is however not the case at this school. Policy has clearly been put into practice, all staff, teaching and non-teaching are aware of its importance and have been offered training opportunities in its application.
142. The behaviour incident log is well kept. As a result of the Good Behaviour Policy, bullying is not a major issue for the school. Where bullying takes place bullies and victims are promptly dealt with together, with pleasant supportive attention given to the victims. All bullying situations are taken very seriously and are analysed. Appropriate measures are always taken. Bullies lose privileges; parents are always kept informed.
143. The 'Good Behaviour Policy' is linked with the whole school's spiritual, moral, social and cultural development. It has the highest expectations and as a result pupils are courteous and polite to each other and to adults. They have very high standards of behaviour and great respect for people, property and their surroundings.

STUDY SUPPORT

144. Study support serves to increase the range of activities provided at school, providing both curricular and pastoral support as well as creative extension. It is a good extra provision to keep pupils interested and excited about school and fits in well with the school's ethos. The study support scheme, funded by the Education Action Zone, is of great benefit to the many pupils who participate. The scheme is very well run by a member of staff. She has a very good relationship with the pupils and the sessions are fun.
145. Clubs are run by various classroom support assistants, teachers, community members and parents who are all fully committed to the aims of the school, which are to raise achievement and the range of opportunities for all the pupils. There is a wide variety of choice for pupils: Book Club, Dance Club, Story Club, Fun with Numbers Club. Unusual ones such as the Knitting club and Watch Club, (which involves caring for the environment round school), were explained to inspectors with clarity. Computers are beginning to be used in some of the activities, such as the Research Club, which is run by a senior teacher. Homework is also covered. Sports such as football and rugby are regular fixtures, with both boys and girls joining in sessions with professional and amateur coaches. There are also clubs that are based round creative themes, for example the drama club which was seen on the

week of the inspection in which pupils acted out various scenarios and emotions with enthusiastic participation. Planning for the study support scheme is ongoing and the next project is a rambling club for pupils to experience the countryside around Hull, which for some will be for the first time.

146. The scheme includes a breakfast club, where pupils can purchase toast and a drink for a small sum and chat while doing activities before school starts. A significant number of pupils attend the breakfast club. Attendance was particularly high during the inspection on one day in particular when pupils knew that the activity was to make a birthday card for the deputy head teacher. Pupils generally enjoy the activities. However, their value in supporting pupils' educational needs could be exploited further if the tasks were more suited to the pupils' abilities and learning needs.
147. Special revision classes before the national tests included targeted work for pupils who were fully aware that with a little extra help they could reach another level of attainment. Provisional results show that standards are higher this year, and the revision classes may have played a part in this improvement.