

# INSPECTION REPORT

**St Mary's RC VA Primary School**

Bridlington

LEA area: East Riding of Yorkshire

Unique reference number: 118036

Head teacher: Mrs E Cannings

Reporting inspector: Mr C Smith  
25211

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> November 2001

Inspection number: 194110

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

© Crown copyright 2002

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
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	George Street Bridlington East Riding of Yorkshire
Postcode:	YO15 3PS
Telephone number:	01262 670138
Fax number:	01262 670838
Appropriate authority:	The governing body
Name of chair of governors:	Fr. Michael Loughlin
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25211	Mr C Smith	Registered inspector	Mathematics	What sort of school is it?
			Physical education	The school results and pupils' achievements.
			Design and technology	How well are pupils taught?
			Music	What should the school do to improve further?
			Equal opportunities	
11368	Ms K Lee	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?
21020	Mrs T Galvin	Team inspector	English	How well is the school led and managed?
			Information and communication technology	
			Geography	
			Special educational needs	
22452	Mrs M Farman	Team inspector	The Foundation Stage	How good are the curricular and other opportunities offered to pupils?
			Science	
			Art and design	
			History	

The inspection contractor was:

Eclipse (Education) Limited  
14 Enterprise House  
Kingsway  
Team Valley  
Gateshead  
NE11 0SR.

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>23</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Roman Catholic Voluntary Aided Primary School is slightly smaller than average in size and serves the Catholic Christian community in the area of Bridlington. There are 170 pupils on role; 81 boys and 89 girls. Almost all pupils are white and all are English speaking. Twenty-three children have free school meals (13 per cent), which is close to the national average. Twenty-two children have special educational needs of which seven have statements. These figures are slightly lower than average. Pupils are taught in single age classes for literacy and numeracy each morning but junior children are taught in mixed age classes in the afternoon. Children's attainment on entry into the school is at the level expected.

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

This is a good school where pupils achieve well to reach high standards in English and mathematics, and above average standards in science, by the age of 11. Teaching is good and pupils learn effectively, particularly those with special educational needs. The head teacher has been in post for only one term but she has continued the very good work of her predecessor and, along with senior staff and governors, provides a strong leadership for the school. Pupils are very well behaved and develop positive attitudes to learning as they move through school. The school provides good value for money.

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

- Standards are high in English and mathematics and above average in science, art and design and design and technology.
- Children make very good progress in the reception class and exceed the standards expected in the literacy, numeracy and the other key areas of learning.
- Teaching is good, particularly in the reception class, in Year 2 and in classes 5 and 6.
- Leadership of the school is good and the contribution made by the new head teacher is very good.
- Pupils' behaviour and attitudes to learning are very good and their personal development is good.
- The school offers a good curriculum. This benefits all pupils but particularly those with special educational needs and enables them to make very good progress.
- The school maintains very good relationships with parents.

#### **What could be improved**

- Standards of handwriting are too low and pupils could achieve better presentation of their work.
- The learning of pupils with average ability could be better if the work they received was more closely matched to their precise learning needs.
- The learning of all pupils could be better if pupils were encouraged to set their own targets for improvement.

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

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

The school has made very good progress since it was last inspected in January 1997. Further monitoring in 1998, indicated that the school was providing a satisfactory standard of education. Since then many improvements have been made. Standards are now much higher than they were at the

time of the last inspection and teaching and leadership are now good. The quality of provision for reception age children in the Foundation Stage of learning has improved considerably and is now very good. Pupils' welfare and health and safety are taken very seriously and pupils are very well cared for. The former head teacher and now the new head teacher have raised standards by monitoring, supporting and improving teaching and pupils' learning. Teachers now work well as a team and they are committed to ambitious goals. As a result, the school is in a strong position to continue to move forward.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1999	2000	2001	2001	
English	A	C	A	A	Well above average      A Above average              B
Mathematics	A	D	A	A	Average                      C Below average                D
Science	A*	B	C	C	Well below average        E

Children enter school with broadly average attainment. They achieve very well in the reception class and by the end of the reception year they reach higher standards than those expected in the Foundation Stage of their learning. Pupils achieve steadily through Year 1 and their progress accelerates in Year 2. By the age of seven, they reach above average standards in reading, writing, mathematics and science.

Pupils achieve well through the juniors. Over recent years increasingly demanding targets have been set and often exceeded. As a result, standards have risen at least in line with national trends. Standards by the age of 11 are now high in English and in mathematics. However, standards in reading are higher than in writing. Although all pupils writing is improving as a result of staff training, pupils handwriting is unsatisfactory and this spoils the presentation of their work. Standards in science are above average. This is higher than the chart above shows. More attention has been given to developing pupils' skills of scientific investigation. This has helped pupils to acquire a better understanding of scientific phenomena which is now being reflected in the school's own assessments. Pupils achieve steadily in geography, history, music and physical education to reach the standards expected by the ages of seven and 11. In art and design and in design and technology, pupils achieve well to reach above average standards at both key stages. Pupils achieve well in information and communication technology (ICT). However the computer suite is new and the good achievement now taking place has not yet been reflected in standards. Currently, pupils are achieving average standards in ICT.

Pupils with special educational needs are very well provided for. This enables them to make very good progress and many reach the standards expected by the age of 11. Higher attaining pupils also achieve well because challenging work is provided. However, average attaining pupils sometimes receive work that is too difficult and this slows down their progress, although it is satisfactory.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are hardworking and keen to learn.
Behaviour, in and out of classrooms	Very good: pupils are polite, helpful and respectful of others. Their very good behaviour, in and around school, creates a positive learning ethos.
Personal development and relationships	Good; relationships are very good. Pupils enjoy taking responsibility and show maturity in the way they help others.
Attendance	Satisfactory; families involved in the holiday industry take their holidays in term time and this affects attendance figures.

## TEACHING AND LEARNING

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

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

Teaching is good. It is very good in the reception class and in Year 2, and good in classes 5 and 6. During the inspection, out of every ten lessons seen, teaching was satisfactory in three, good in three and very good in four. In Year 1 and in Year 3, to a lesser extent, teachers new to the age groups are adjusting to the needs of the pupils. Teaching is satisfactory but there is some room for improvement in matching the work more carefully to their learning needs, particularly in Year 1.

In the reception class, planning, organisation, the management of children and the match of work provided are all of high quality. This has a significant effect on the success in children's learning. Basic skills are taught well, particularly in Year 2 and in the junior classes. In literacy for example younger pupils learn to read and write fluently and in numeracy they are taught how to apply their knowledge of numbers to solve mathematical problems. This good teaching leads to the high standards by the age of 11. Teaching is good in several subjects, including English, mathematics, science, art and design, design and technology and ICT.

Pupils with special educational needs benefit from good teaching. Work is often simplified so they find it easier to understand and learning support assistants work alongside them, discussing their ideas and increasing their self-confidence. Teachers set a high level of challenge to make pupils think hard. This benefits the higher attaining pupils whose learning is extended well. However average attaining pupils often receive the same work. They cannot always work at the same pace or think at the same depth. Consequently they sometimes make mistakes and their learning suffers. The work they

receive is not always sufficiently matched to their precise learning needs and there are too few opportunities for them to be involved in setting targets.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is broad and balanced, equally accessible to all pupils and enriched by the good range of extra curricular activities.
Provision for pupils with special educational needs	Very good; their learning needs are quickly identified and carefully diagnosed. Very good levels of support are then provided.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; pupils' moral and social development is very strongly promoted and good provision is made for pupils' spiritual development. Good provision helps pupils to understand their own cultural heritage but their preparation for life in a culturally diverse society is only just adequate.
How well the school cares for its pupils	Good; this is a caring school with very good procedures to ensure pupils' welfare. It uses effective procedures to assess their academic and personal progress but the information is not used consistently to provide a good match of work or to help them to set personal targets.

The partnership between parents and the school is very good. The school keeps parents very well informed and they play a very important part in their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good; the head teacher's leadership is very good in sharing a vision and building staff commitment. Subject leaders are eager to improve standards but not all are involved in monitoring teaching and learning.
How well the governors fulfil their responsibilities	Satisfactory: governors are keen to be involved and provide good support. They are only just beginning to monitor the work of the school.
The school's evaluation of its performance	Good; performance data, such as end of key stage assessments and teaching and learning are rigorously evaluated by the head teacher and senior staff as a basis for making improvements.
The strategic use of resources	Good; information gathered from school results, parents' views and national comparisons is made full use of in strategic planning. This ensures that the principles of best value are applied.

The are a sufficient number of qualified and experienced teachers and accommodation is satisfactory. Resources are adequate and the new computer suite is having a significant impact on learning. The displays of pupils' work are of good quality and add to the learning atmosphere.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children enjoy school, behave well and become mature and responsible.</li> <li>• Teaching is good, children are expected to work hard and they make good progress.</li> <li>• The school is well managed, teachers work closely with parents and parents feel welcome to ask for help and advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are concerned about the amount of homework, some parents feel it is too much while others suggest it is too little.</li> <li>• A number of parents do not feel that they are kept well informed about how their children are getting on.</li> </ul>

The inspection team members agree with the positive views expressed by parents. Teaching and leadership are good and pupils make good progress. It is difficult to please everyone with regard to homework but the team feels that the school has it about right. Good information is provided for parents in the form of written reports and parents' evenings. There is always an open invitation for parents to visit and ask for more information. The team feels that parents are kept well informed.

## **PART B: COMMENTARY**

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

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

1 Pupils now achieve well to reach high standards in the key subjects by the age of 11. This was not the case at the time of the last inspection. Since then there have been many improvements in the way pupils are taught along with a range of measures to assess their progress and intervene to improve it. Improvements in leadership of the different subjects and of the school have also played an important part in raising standards. When the school's efforts to make improvements was monitored in 1998, inspectors concluded that standards were noticeably rising. Since then standards have continued to rise. Each year more challenging targets have been set and more often than not the targets have been exceeded.

2 Children enter school with average attainment, although a few are well advanced in their learning. They achieve very well in the reception class where the teaching is very good. Their speaking and listening skills develop rapidly, because every opportunity is taken to encourage children to share their ideas and talk about the stories they hear. They learn to recognise letters and numbers and use this knowledge to read, write, count and calculate. In communication, literacy, language and mathematical development they achieve standards beyond those set out for children in the Foundation Stage. Their learning in other areas also moves along at a good pace and standards are higher than average in all areas of learning, with the exception of physical development, where standards are typical for their age. In large and small group settings, they benefit from a rich provision of interesting activities.

3 Children benefit from a good start in the reception class and enter Year 1 already reading and writing. They achieve steadily in the infants but progress accelerates in Year 2. Standards by the age of seven are above average in speaking and listening and writing. Standards in reading are average and standards generally are not quite as high as the results in 2001 indicate. This is largely because six of the pupils have special educational needs and are unlikely to reach the level expected by the end of the school year. By the end of Year 2 most pupils recognise the commonly used words and blend letters to sound out any unfamiliar words. They listen attentively, usually answer questions correctly, speak clearly and are able to hold a conversation. They write in complete sentences using, correct spelling and in a legible style.

4 Standards in English are well above average by the end of the juniors. Pupils achieve well, particularly in Year 5 and 6. They concentrate well when reading stories or listening to passages read and recall events accurately. They read with good understanding and expression and are able to skim the passage to gain the gist of the text and read in depth to comprehend the message. Writing has been slower to develop but is catching up now, after a considerable amount of staff training. Pupils write imaginatively and factually with satisfactory punctuation and good spelling. Handwriting is weak because the skills are not taught consistently. As a result, pupils' written work is not presented as well as it should be.

5 Standards in mathematics are above average by the age of seven and well above average by the age of 11. Pupils achieve steadily in the infants but learn at a rapid rate in Year 2. Lessons offer good opportunities for pupils to improve their basic skills, such as adding and multiplying, and to use these skills to solve simple mathematical problems. By the age of seven, most pupils know their numbers to 100 and work out answers to problems involving numbers to 20. They know the properties of shapes and how to read and construct simple graphs and charts.

6 In the juniors, pupils achieve well in mathematics. Lessons are well planned to include the sharpening of mental skills. There is good teaching of subtraction and division, and pupils are encouraged to experiment with ideas on how to convert one unit or type of number to another. As a result, by the age of 11, most pupils can change fractions to decimals and then into simple percentages. Pupils' understanding of shape and space is secure but not as strong as their understanding of number. Their knowledge of data handling is advanced because of the database work done on computers.

7 Standards in science are good throughout the school and better by the age of 11 than the 2001 results suggest. Improvements have been made since last year and much more emphasis is now placed on the skills of investigation. As a result, pupils now have a better grasp of scientific processes and phenomena, such as chemical change and friction because they observe for themselves and devise fair tests to prove or disprove their ideas.

8 Standards in ICT are at the level expected for pupils aged seven and eleven but rising fast, partly as a result of the new computer suite but also because staff training has raised teachers' confidence and skills. By the age of seven, pupils know how to edit, save and print their work. By the age of 11 they gather information from various sources, including sensors, and combine text, numerical and graphical information and present it in a variety of ways.

9 Standards in history, geography, music and physical education are typical for pupils aged seven and 11 and pupils achieve steadily in these subjects. However, pupils achieve well, throughout the school, in art and design and in design and technology to reach standards that are higher than average.

10 Pupils achieve very well in the reception class, they achieve steadily in the infants and achieve well in the junior key stage. Effective systems have been introduced to track pupils' progress from year to year. This enables teachers to monitor any changes in pupils' assessment results and intervene when there are any signs of falling progress. Pupils with special educational needs make very good progress in every class. Their learning needs are accurately identified at an early stage, precise targets are written for them and teachers and support staff guide them well in lessons. In general, the higher attaining pupils are able to reach their potential because the work provided is demanding and makes them think. A good proportion of these pupils, by Year 6, reach levels higher than expected for 11-year-olds. The achievement of pupils with average attainment, although satisfactory, could be better. On too many occasions, they are given similar work to the higher achievers. In time, with help from the teacher and their parents, they begin to grasp new ideas. However, acquiring new knowledge and skills has not been easy and errors have been made along the way. This could be avoided if teachers used the information available from assessment to more precisely match the tasks they are given to their exact learning needs. Boys and girls attain equally well.

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

11 Pupils' attitudes to their learning and their behaviour are both very good and play a significant part in the good progress they make. This shows a great improvement since the time of the previous inspection when these aspects were judged to be unsatisfactory and so progress was slow.

12 Pupils work hard with good concentration and effort in response to the good teaching and interesting lessons. They listen carefully to their teachers, follow instructions promptly and are keen to answer questions. A good example of this was seen in a science lesson for Year 5 and 6. Pupils

were asked to identify the differences between physical and chemical changes. They showed a very high level of interest due to the lively and stimulating teaching.

13 Behaviour is very good, both in and around the school. Pupils behave very well in class, in assemblies and in the playground, responding well to the high expectations of staff. There were no exclusions last year. Pupils and parents are confident that any isolated incidents of bullying are dealt with quickly and appropriately. Year 6 pupils commented that the head teacher “is very good. She soon sorts it out for us”. Relationships between pupils and adults, and with each other are very good. Pupils are very friendly and polite. They work well together in groups. For example, in an English lesson on synonyms, Year 5 pupils collaborated well, organising themselves so that one member of the group acted as the scribe while the others used the thesaurus for research.

14 The personal development of pupils is good. The youngest pupils are confident and happy as they come into school in the morning because of the very good relationships and the well-established routines in class. Pupils of all ages willingly undertake a wide range of responsibilities from “Classroom helper” of the day in the reception class to Year 6 pupils regularly working with younger pupils and helping them at lunch time and breaks. Older pupils are capable of organising their homework tasks; for example making musical instruments as part of a design and technology assignment.

15 Pupils’ attendance is satisfactory and they arrive at school on time.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16 Teaching is good and has vastly improved since the last inspection. Teaching is very good in the Foundation Stage, satisfactory in the infants and good in the juniors. Teaching is particularly good in the reception class, in Year 2 and in classes 5 and 6. There was no unsatisfactory teaching.

17 Teaching of children in the Foundation Stage of the learning, in the reception class, is very strong. Planning, organisation and the management of the children are of high quality and there are no weaknesses. The teaching of basic skills such as learning to read, write and count is very effective. The tasks set for children to complete individually and in groups, or with adult help when they have specific learning difficulties, are very precisely matched to the children’s different learning needs. When children are not working directly with the teacher or nursery assistant, they are encouraged to explore and find out for themselves. The activities provided are very carefully structured and designed to engage their interests. The very good teaching significantly raises children’s attainment beyond the level expected in almost all areas of learning.

18 Teaching in the infants is satisfactory but in Year 2 the teaching is often very good. The Year 1 teacher is new to the age group and is still finding out exactly where to pitch the work and how to best motivate the pupils. The signs are that her efforts are being rewarded as the pupils’ learning becomes smoother and less fragmented. In Year 2, the teaching is of a high standard, despite the difficulties presented by a sizeable number of pupils with special educational needs. In Year 2 pupils with special needs are often grouped together to make it easier for the teacher and the support staff to guide and reassure them. Their work is tailored closely to the stage of learning they have reached. They are encouraged to think for themselves and not to become dependent on adults. Through patience and perseverance, their learning is improving and their self-confidence is growing. The very good contribution of support staff plays a very important part in pupils’ learning. Teaching of pupils with special educational needs is very good throughout the school but it is exemplary in Year 2.

19 Teaching in the juniors is good and often very good in classes 5 and 6. In upper junior classes, particularly, teachers aim high and set tough challenges, which make pupils have to think hard. Lessons move along swiftly with rapid exchanges of questions and answers. There is good understanding of how pupils are expected to learn and increasing signs of maturity in the way that pupils openly ask questions when they are not sure. In this learning atmosphere, higher attaining pupils flourish. Those who have learning difficulties also learn effectively because they are nurtured and well provided for. However, in their determination to set demanding challenges, teachers sometimes pitch the work at too high a level for pupils of average attainment. The work in their books shows some hesitation and uncertainty, punctuated by errors, although these are decreasing over time as teachers learn more about their pupils' individual needs. There is scope to improve the use of the information gathered from assessing pupils' day to day learning to enable a better match of work to be provided for the needs of the average attaining pupils. Teachers do inform pupils of the next learning stage. However, this is general rather than specific to their individual needs. Although marking is thorough and conscientious, it does not always show pupils what they need to do to improve. More could be done to involve pupils in the setting of targets for improvement.

20 There are many strengths in the teaching which are represented in almost every class. Pupils are well managed through good relationships and firm but fair discipline. Teachers expect pupils to pay attention and to concentrate when they are given tasks to complete and this is what almost always happens. Pupils also comply with teacher's wishes that they complete their homework punctually and carefully. Many pupils go beyond this and follow up lessons in school by finding out more and sharing this with others in school. Homework plays an important part in raising standards by enabling pupils to practise and improve their skills and to extend their learning. The basic skills are taught well in most classes. In the infant classes, importance is attached to the teaching of letter sounds and number combinations to ten and twenty. This is built on successfully in the junior classes where reading for understanding and mathematical reasoning are strongly promoted. The only exception is the inconsistent teaching of handwriting and also pupils' work is not always presented as well as it should be.

21 Teachers use a variety of methods to help pupils to learn. Whole class teaching is often very good. Teachers plan their lessons carefully, are almost always clear about what the pupils are expected to learn and usually share this with the pupils before the lesson starts. Discussion sessions, at the end of each lesson, draw pupils' learning together very successfully and help pupils to reflect on their achievements. Explanations, demonstrations and questioning are used skilfully to move pupils on. In mathematics, science, art and design, and design and technology pupils are encouraged to investigate and explore. This is very successful in helping pupils to apply the basic skills, which have been well taught earlier. In mathematics for example, pupils are taught to break down a problem into manageable parts systematically, which improves their mathematical understanding considerably. In almost all subjects teachers have a secure understanding of what to teach and how to teach it. The exception is music where a number of teachers lack confidence. However, this is overcome to a large extent because of the subject leader providing guidance on lesson content.

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

22 Significant improvements to the school's curriculum have been made since the previous inspection. The curriculum is now broadly based, well balanced and relevant to the pupils' needs and interests. It includes all National Curriculum subjects and religious education. The provision for extra-curricular activities is good. They are open to all pupils. There is a marked improvement in the curriculum for ICT. This improvement is reflected in pupils' good achievements. Throughout the school pupils have carefully structured opportunities to develop their investigative and enquiry skills in

mathematics and science. The use of ICT is developing effectively in all subjects. The time allocation for the foundation subjects is adequate and the curriculum covers them in sufficient depth. There are policies and schemes of work to guide the teaching of all subjects.

23 The school makes good provision for pupils' personal, social and health education. It involves parents closely at all stages in the 'In the Beginning' programme. This programme includes sex education within a Catholic framework and parents work alongside the school. The school implements a relevant drugs awareness programme through the science curriculum. It has very strong links with the local community. These deepen pupils' understanding of social dependence and of belonging to a caring community.

24 The school has successfully implemented the National Literacy Strategy. This has had a positive impact on pupils' reading, speaking and listening skills. Pupils' writing skills are developing but at a slower rate. The implementation of the National Numeracy Strategy is proving effective in raising pupils' standards in mathematics. The emphasis on the investigative element of work in mathematics increases the pupils' ability to solve problems independently.

25 The good range of extra-curricular activities includes sport, music, drama, ICT and visits to places of interest. The school ensures that cost does not prevent pupils from taking part. Boys and girls join in all the activities. The school is particularly proud of the success of its girls' football team. There are opportunities for pupils to learn to play musical instruments. Pupils enjoy this and participate eagerly in the orchestra.

26 The curriculum for children in the Foundation Stage of learning is very good. It prepares them well for future learning and is a significant improvement since the previous inspection. The school is continuing to make improvements to the provision for outdoor learning activities. The curriculum prepares children very well for work in Years 1 and 2.

27 Pupils with special educational needs benefit from the good curriculum provision. The school implements the Code of Practice fully for these pupils. The provision for pupils with statements of specific need is met. Good teamwork between classroom teachers and specialist staff makes the curriculum more meaningful for these pupils. Pupils' individual education plans have targets that are sufficiently challenging, practical, clear and easy for staff, parents and pupils to understand. Classroom and specialist staff use these targets to plan work for these pupils. The school ensures that pupils' do not miss any of the classroom work when they are withdrawn to have their achievements assessed, or for additional work outside the classroom. Teachers do this by using the classroom support staff to help pupils to catch up with any work that they have missed. As a result pupils' needs are met fully across the curriculum.

28 The school's strategies to ensure that all pupils' needs are considered and all have full access to the curriculum, regardless of age, ability or gender, are successful. This is noticeably effective in the case of pupils with special educational needs. They integrate very well into classroom work and work happily alongside their classmates. The school regularly reviews the trends in performance of boys and girls. This enables the school to plan work that meets the interests and needs of lower and higher attaining pupils. However, the work provided for pupils of average attainment is sometime too difficult and this leads to errors or to a slower rate of progress.

29 The school makes good provision for pupils' spiritual, moral, social and cultural development. This has improved since the previous inspection, especially in moral and social development and makes a good contribution to pupils' personal development.



30 There is good provision for promoting pupils' spiritual awareness. Collective worship is planned with clear themes. During the inspection the theme of preparation, "preparing ourselves for Jesus", was explored well in story and prayer. Class teachers provide good opportunities for pupils to express their feelings and reflect on special occasions. For example, Year 2 pupils have written their own prayers on the computer to show how "God the creator is wonderful" and bring items from home such as photographs of new babies in the family to share with the class in the "Good News" books.

31 The provision for moral and social development is now very good. The school provides a clear moral code and applies it consistently so that pupils clearly understand the difference between right and wrong. Pupils regard the rewards and sanctions as fair. Staff promote positive relationships very well, encouraging pupils to work and play together and to follow the rules. Parents are very pleased with the staff's consistent teaching of consideration for others. The election of a committee, comprised of two representatives from each class, has enabled pupils to have 'a say' in decisions about improving the school grounds. They are now holding class discussions on formulating rules for outdoor play. The school also encourages pupils to be involved in much charity fundraising such as for CAFOD and Children in Need.

32 The school makes very good provision for pupils to learn about their own culture but is not yet as strong in promoting pupils' understanding of cultural diversity in British society. Many opportunities are taken to use the local area to enhance the curriculum; for example visits to Flamborough Head for geography. Pupils are involved in many local events, such as the Bridlington Music Festival. The school offers a suitable range of experiences for pupils to learn about other cultures, for example learning about Egypt as a contrasting locality and about African customs through the visit of the Black Umfolosi dance group. They acquire an understanding of other religions such as Judaism in religious education and older pupils showed they had gained a meaningful insight by writing touching poems after their visit to the Anne Frank exhibition in Beverley Cathedral.

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

33 The school provides a very good level of care for its pupils. This is a distinct improvement from the findings of the previous inspection. There are very good policies and procedures to ensure pupils' welfare, health and safety. Staff are very safety conscious and stress this aspect in lessons such as physical education and science. There are very clear routines for safety. For example, at the end of the day a class teacher checks that all pupils are safely aboard and settled on the school bus before it sets off. There are also very good child protection procedures. The head teacher and the co-ordinator are very sensitive and ensure that all concerns are noted and all members of staff have the appropriate training.

34 There are very good procedures for monitoring and promoting pupils' personal development. The "In the beginning" project is a good way for pupils and parents to work together to explore issues such as drugs awareness and family responsibilities in a Catholic ethos. All teachers use the same simple but effective system to record pupils' personal development and assess their progress each term. These "social profiles" are then passed on to the next teacher who continues the monitoring so that a clear picture is built up of each pupil's development and progress throughout the school. All adults promote very good relationships with pupils, which encourage them to do their best. The school gives lots of praise and recognition for good work and effort through a range of rewards such as the "Gold Book" and awarding house points. Year 6 pupils are satisfied that everyone is included, commenting "Everyone gets treated the same".

35 The procedures for monitoring and promoting good behaviour and for combating bullying are very good and play a significant part in the very good behaviour in school. Pupils know the "Golden

Rules” and have been part of deciding the school’s code of conduct. All adults promote a calm working atmosphere in class and have the same high expectations that pupils will behave well. The school monitors attendance thoroughly and promotes good attendance through the very good partnership with the education welfare officer who comes into school weekly to work with pupils considered in need of support. Holidays taken in term time spoil the school’s good record.

36 The school has good procedures for assessing pupils’ standards in English, mathematics and science. They provide a wide range of information about the pupils. This is a significant improvement since the previous inspection. The school’s use of assessment to chart pupils’ progress and to improve standards is good. It gives pupils and parents clear information about what the pupils need to learn next. However, pupils are not told what they need to do to improve their learning, in sufficient detail, and pupils are not sufficiently involved in setting targets.

37 The school has a clear over-view of how assessment informs curriculum planning. Results of national tests are carefully analysed. There is careful monitoring and evaluation of progress in English, mathematics, science and information and communication technology. This gives a clear picture of the effect of the literacy and numeracy strategies on pupils’ achievements. However, the assessment information gathered is not used as well as it could be to ensure that the work provided for average attaining pupils meets their learning needs exactly. The monitoring of pupils’ progress and achievement in the foundation subjects is informal and there are inconsistencies in the marking of pupils’ work. It is better for the older infants and the middle and upper juniors. This means that not all pupils are able to use marking to improve and correct their work.

38 There are effective systems in place for assessing the achievements of children when they enter and leave the reception class. The school uses a suitably wide range of tests to assess and plan for further progress. The school carefully analyses information from the national tests for pupils of seven years of age. It uses these findings to group the pupils according to their needs and abilities. This ensures that all the pupils make good progress in their learning.

39 Pupils with special educational needs are closely monitored. Their learning needs are assessed carefully at the earliest possible stage and reviewed at regular intervals. This enables them to make very good progress.

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

40 The school maintains a very good partnership with parents who are very appreciative and supportive of the school’s work. In particular, parents are very happy with the quality of teaching and the leadership and management of the school. They feel that the school expects their children to work hard and that they are making good progress. They also feel welcome in school and comfortable to approach staff if there is a problem. The inspection team agrees with all the positive comments made by parents.

41 The school encourages parents to play an important part in their children’s learning in school and at home. It gives good guidance on helping with homework, which contributes significantly to the improvement in achievement seen in school. Parent helpers work effectively in class; for instance, supporting group work, hearing pupils read and helping them to change their books. The Friends organisation holds fund raising events to provide extra resources and recently parents have sponsored stools for the new computer suite.

42 There is a very good range of information for parents. Regular newsletters keep parents up to date with what is happening in school. Some parents feel less well-informed of their children’s

progress. However, the team conclude that the flow of information and the ease of access to the school is at least as good as in other schools. The information provided continues to improve now that pupils' individual targets are shared with parents at the open evenings. Very good annual reports give parents a very clear picture of their children's progress in each subject of the curriculum and tell them what they need to do to improve further. The reception teacher fosters and promotes very strong links with parents. Class teachers maintain half-termly records of the children's progress and share and discuss these with parents.

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

43 The leadership and management provided by the head teacher and governing body is significantly better than at the time of the inspection in 1997. It is now good. The school is very well placed to build on this improvement.

44 The head teacher ensures very clear direction for the work and the development of the school. She provides influential, supportive and very effective leadership. This sets a first-rate climate for learning that includes very good attitudes to work and harmonious relationships and a strong commitment to high standards and equality of opportunity for all. She sets the tone for the school in terms of clear expectations in spiritual, moral, social and cultural development of the pupils within a committed Catholic ethos. By teaching regularly the head teacher sets a good example in promoting good teaching. The head teacher along with the deputy head teacher and senior teacher together form a strong management team.

45 A good team spirit exists amongst all the staff and there is a very strong shared commitment to achieve high standards. The head teacher monitors teaching and learning thoroughly. Subject leaders provide sound management in the main. In most subjects the subject leaders role in monitoring and evaluating standards in teaching and learning is beginning to be developed under the guidance of the new head teacher. The impact of their work is satisfactory and increasing. Teachers with responsibility for managing literacy, numeracy, science, and ICT provide strong leadership. The special educational needs co-ordinator has very good expertise and she manages this area very successfully, for example the liaison between all the outside staff and agencies that are involved with these pupils are well managed. As a result pupils with special educational needs make very good progress in their learning.

46 The make-up of the governing body has changed recently as new governors join the group. Governors are very supportive, keen and open to new ideas. They take an interest and attempt to gather information to help them to monitor the work of the school, although they have yet to agree on formal procedures for recording the evidence. Some governors now visit the school regularly. This helps to keep the governing body informed about what is going on in the school. The governors' role in feeding back information about the school is now developing appropriately under the guidance of the head teacher. The governing body considers carefully the impact on pupils' learning of the decisions that they make, for example, the recent decision to reduce the number of classroom support staff because the local education authority cut this year's budget. They have a clear picture of how the school performs in relation to other schools nationally and locally. The governing body fulfils all statutory requirements and their role in supporting management is satisfactory.

47 School development planning is good. The plan for the current year clearly identifies appropriate priorities and makes the raising of standards the basis of all developments. The school takes effective action to meet its targets. The school's budget has been cut. As a result, the savings intended to repair the school roof are no longer available. The school is now carrying out fund raising activities to raise the money. The head teacher has expertise in managing school finances. The school compares its patterns of spending to other schools and consults parents about possible changes

to ensure that the principles of best value are applied. As a result, finances are used well to provide good value for money. The day-to-day administration and management of the school are very good and support successfully the work of the school. The recommendations in the latest auditor's report have been implemented. The school uses specific grants very well so that pupils benefit directly from them, for example funds for pupils with special educational needs and for staff training in information and communication technology. The school has the potential to be a good provider of initial teacher training.

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

48 The head teacher, staff and governors should now;

(1) Improve pupils' handwriting and the presentation of their work by:

- Raising the profile of handwriting and presentation skills within the school's reward system;
- Encouraging pupils to transfer the skills they acquire in handwriting lessons to their written work.

(Paragraphs 4, 20, 60, 61, 73 and 84)

(2) Further improve the learning of the average attaining pupils by;

- Using the information gathered from assessing pupil's work, to provide tasks that more closely match their learning needs.
- Involving pupils more in the setting of targets.

(Paragraphs 10, 19, 28, 36, 37, 64, 66, 68, 72 and 86)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	18	17	12	0	0	0
Percentage	0	38	36	26	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	170
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

#### Special educational needs

	YR- Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	22

#### 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	8
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.4
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 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	10	15	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls	14	14	14
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	96% (96%)	96% (100%)	96% (83%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls	14	14	14
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	96% (100%)	96% (79%)	96% (96%)
	National	85% (84%)	89% (86%)	89% (88%)

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

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	7	24	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	22	19	22
	Total	27	25	27
Percentage of pupils At NC level 4 or above	School	87% (75%)	81% (67%)	87% (75%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	20	19	20
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	81% (64%)	81% (68%)	81% (64%)
	National	72% (70%)	74% (72%)	82% (79%)

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

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



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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	3
White	139
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	21.25
Average class size	28.3

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

Total number of education support staff	8
Total aggregate hours worked per week	161

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***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	6	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.*

### ***Financial information***

Financial year	2000 - 2001
	£
Total income	388,296
Total expenditure	378,853
Expenditure per pupil	2,165
Balance brought forward from previous year	21,485
Balance carried forward to next year	30,928

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

**Questionnaire return rate**

Number of questionnaires sent out	170
Number of questionnaires returned	78

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	3	0
My child is making good progress in school.	48	47	1	1	3
Behaviour in the school is good.	37	53	3	0	8
My child gets the right amount of work to do at home.	28	55	14	3	0
The teaching is good.	62	33	3	0	3
I am kept well informed about how my child is getting on.	35	35	21	4	5
I would feel comfortable about approaching the school with questions or a problem.	66	26	4	0	4
The school expects my child to work hard and achieve his or her best.	63	35	1	0	1
The school works closely with parents.	45	35	12	0	8
The school is well led and managed.	60	36	1	0	3
The school is helping my child become mature and responsible.	55	39	0	1	5
The school provides an interesting range of activities outside lessons.	43	39	10	0	8

## **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**

49 The school now makes very good provision for young children in the foundation stage of their learning. This is a huge improvement on the unsatisfactory provision at the time of the last inspection. Teaching is now consistently very good. This has a positive impact on children's learning, progress and achievements. The school has plans to improve the provision further by increasing the equipment in the outdoor learning area. Children enter the school's reception class at the beginning of the academic year in which they are five. The class teacher is very skilful in providing work that effectively meets the children's needs and abilities. This ensures that the children are included in all activities and have equal access to the curriculum. The assessment of children's learning shows that most children begin school with skills in speaking, listening and mathematics that are at the level expected for their age. Most children are on course to exceed the expectations of the early learning goals in language and mathematics by the time they begin work in Year 1. This represents very good achievement. It is a direct result of the patient, carefully structured and high quality teaching. The teaching is particularly good in promoting children's personal and social development. Nursery assistants are well deployed and provide very effective support for the children. Adult interaction with children is stimulating and enthusiastic. This is an improvement since the previous inspection.

#### **Personal, social and emotional development**

50 The teaching and provision for this area of the children's development is very good. The class teacher, nursery-nurse and support assistant provide the children with very good role models. They are calm, patient and sensitive to the needs of young children. An example of this is the inclusion of children with special educational needs in all activities. The classroom is stimulating, interesting and welcoming. This level of planning provides these young children with interesting work areas. They flourish as they work, and develop an increasing awareness of their own worth. All the children respond very well to adults and each other. They work cheerfully together and share equipment happily. The children show a good level of respect for each other. For example, one child says about another, 'he helps me when I fall down'. All the adults encourage the children to choose their own materials and activities. The children use them carefully and tidy away sensibly. This develops their awareness of how to care for and respect property. The children work with a clear sense of enjoyment and purpose. This is a direct result of the high quality teaching. Most children are likely to exceed the expectations of the early learning goals identified for their age in this area of learning.

#### **Communication, language and literacy**

51 The teaching in this area of learning is very good. Planning is meticulous, meets the needs of all children effectively and makes a positive contribution to their achievements. Most children enter the reception class with average standards in their communication skills. The teacher ensures that the children learn to listen carefully and follow instructions accurately. At the time of the inspection most children were already working at standards expected for their age. The teacher ensures that children have opportunities to see the value of reading and writing in most activities. For example, children learn to use correct terminology such as 'author' and 'title'. The constant reinforcement of learning is a strength of the teaching. It makes children eager to read and write. They often choose to write, for example practising how to write their names, and talk happily about their work. Children of all abilities quickly develop positive attitudes to reading. They enjoy looking at books and listening to stories. The higher attaining children are already beginning to form letters correctly. This good learning reflects the

quality of teaching. Most children are likely to exceed the expectations of the early learning goals in this area as they enter Year 1.

### **Mathematical development**

52 The teaching of mathematics is very good. This has a positive impact on the progress children make in their learning and the above average standards they achieve. This represents good achievement from their entry to school in September. The teacher makes number activities interesting. She takes every opportunity to develop children's awareness of the sequence of numbers and their relationships. They quickly develop a secure knowledge of mathematical language. For example, they all know that a cube has six square faces. The vast majority of children are accurate in their matching and counting of numbers. All children count confidently and recognise numbers to ten. The higher attaining children are beginning to understand tens and units in their practical work. Most children exceed the requirements of the early learning goals by the time they enter Year 1.

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

53 Teaching in this area of learning is very good. The teacher links work in this area of learning effectively with other areas of the curriculum. For example, children work at making letters from modelling material. They explain how to roll and shape the material and which letter they are making. This makes effective links with communication and mathematical skills. The very good quality teaching ensures children use the computer confidently and accurately. An example of this is in a mathematics lesson where children show above average mouse control as they click on to the desired program. The children have opportunities to use headphones to listen and follow stories. This develops their interest in books and reading effectively. These opportunities and the high quality of teaching ensure that children have an above average understanding of the world around them.

### **Physical development**

54 Teaching and the provision for the development of children's physical skills are good. The school is increasing the provision for outdoor learning to give the children more opportunities for climbing and balancing. All children have ample opportunities to develop their ability to control pencils, scissors and brushes. Most children have skills in this area that meet expectations. They experience a variety of activities, such as using malleable materials and cutting that help them to practise and refine their manipulative skills. The teacher promotes children's physical skills well. This means that most children are likely to meet the expectations of the early learning goals by the time they enter Year 1.

### **Creative development**

55 The teacher has high expectations of children's attainment in the area of creative development and teaches it effectively. As a result, the children mix and use paint confidently and show good progress in their ability to observe objects closely. They have plenty of opportunities for imaginative role-play. This helps them to develop and express their own ideas very effectively. The children have ample opportunities to express themselves through singing and moving to music. They learn new words quickly and enjoy putting actions to songs. An example of this is when they learn the rhyme 'Isn't it funny'. Their singing skills already meet the expectations for their age. This is a direct result of the effective and skilful teaching. Most children are likely to exceed the early learning goals by the time they enter Year 1.

## **ENGLISH**

56 By the end of Year 2 standards are above average. Pupils achieve steadily from an above average starting point when the move from reception into Year 1. They reach standards that are above average in speaking and listening and writing when compared to those of pupils nationally and with pupils from similar backgrounds. Standards in reading are average. Standards in Year 2 are lower this year than in the school's most recent national test results. This is because this year there are more pupils with special educational needs than in last year's group. By Year 6 standards are well above the national average. Pupils achieve well, particularly in reading. This is a similar picture to the school's most recent Year 6 national test results, except in writing. Pupils are now reaching above average standards in writing compared to the average standards achieved last year. This is because the school dedicates some of the literacy lessons each week to the teaching of writing. In these lessons, teachers focus on developing basic skills, such as the use of the comma.

57 Teaching, the curriculum and the school's systems for assessing pupils' achievements have improved significantly since the previous inspection. They are now good. These improvements have been achieved through effective subject leadership. In addition, there is a strong commitment to raise standards on the part of all members of staff and the new head teacher focuses clearly on staff working together as a team to achieve this end.

58 Throughout the school, teachers provide many activities to extend pupils' speaking and listening skills in English and in other subjects, such as pupils explaining their ideas in pairs, small groups, and in discussion time. Most teachers have a friendly yet firm relationship with pupils and this means that pupils are confident to offer and share their ideas. Their behaviour is very good so they listen carefully to adults and to each other. Pupils use a good variety of words to express clearly their thoughts and experiences. For example, in a Year 3 lesson, pupils confidently explained the use of commas and full stops. Teachers use the correct words for the subject. They encourage pupils to use them in English and in other subjects so pupils use accurately words, such as 'colon' and 'prefix' in Year 6.

59 Throughout the school pupils achieve above average standards in writing because staff teach effectively basic skills, such as punctuation, make the work interesting and ensure that writing has a clear purpose. As a result pupils enjoy the work, are motivated to concentrate and write confidently. This leads to their good learning. Year 2 pupils wrote instructions for an adult on how to plant bulbs in a pot. This was part of a scheme to make the school's indoor environment more attractive. The teacher gave pupils all the ingredients and explained the work clearly. A higher attaining pupil wrote unaided 'Gather all the things for the bulbs'.

60 Pupils achieve well across a range of forms of writing, such as poetry, story, reports and persuasive writing, because of the good writing curriculum that teachers provide. Higher and average attaining Year 6 pupils use correct punctuation within sentences, such as commas. A visiting poet inspired Year 6 pupils to write poems from the viewpoint of Anne Frank looking through the window. A pupil wrote 'I am the girl who misses the subtle smell of the green bright grass that holds the ball'. Standards could be improved further still by teachers sharing the good practice that is evident in the Year 4/5 class. This is firstly in setting individual as well as group targets for pupils to achieve in their writing. Secondly, in marking pupils' work so that ways to improve are clearly pointed out.

61 Handwriting standards are satisfactory in Years 1 to 2. Throughout the school, teachers dedicate specific lessons to the teaching of handwriting each week. From Years 3 to 5 staff do not encourage pupils sufficiently to apply the skills they learn in these lessons to the work that they do in their literacy books and in other subjects. As a result the standard of pupils' handwriting in most junior classes is unsatisfactory. Pupils often print and their handwriting is not joined and fluent. The Year 6 teacher places considerable emphasis on handwriting, and neat work, so pupils' handwriting, and the

presentation of their work, improves rapidly in this year group. In most classes the presentation of pupils' work in books is barely satisfactory. With more emphasis on style and form, handwriting would improve.

62 Throughout the school, teachers are successful in teaching reading. They teach basic skills very effectively through a variety of interesting activities. Teachers use book resources effectively and have high expectations of what pupils could achieve. This is shown in the challenging work that they set. In a Year 5 lesson the teacher played a tape of a steam train. Pupils read rhythmically the poem 'Fast Freight' and identified rhyming couplets and half rhymes in it. The teacher matched the group work very well to pupils' learning needs. She organised it so that pupils' social skills of working collaboratively and co-operatively together were also extended; one pupil acted as the scribe for the group. As a result, pupils worked together as friends. They made very good gains in their enjoyment of reading. By the time they reach Year 6 pupils achieve very well. Higher and average attaining Year 6 pupils scan quickly and competently the texts they read to identify the key words in a paragraph. Even lower attaining pupils are developing this skill.

63 Pupils with special educational needs make very good progress in relation to their prior attainment. This is because classroom teachers and specialist support staff use pupils' individual learning targets to plan work that interests them. For example, a special support assistant used an attractive homemade resource to extend very successfully the vocabulary of a pupil with speech difficulties. Staff praise pupils frequently for their efforts and achievements. This promotes pupils' self-esteem and confidence and underpins the very good progress that they make.

64 Teaching is good. In half of the lessons seen teaching was very good. In the most effective literacy lessons teachers structure carefully the different parts of the lesson. As a result, no time is wasted and pupils cover a good amount of work. Explanations and discussions are often of a high quality and pupils show how involved in their lessons they are by asking their own questions. Throughout the school, teachers make good use of homework to support pupils' learning in the classroom. The work in pupils' books shows that teachers sometimes give higher and average attaining pupils the same work and that this is set at a challenging level. Occasionally the average attaining pupils struggle to get the work right. This slows down their learning and reduces their self-esteem and confidence. In Year 1, teaching is satisfactory but there are weaknesses. For example, the teacher does not focus sufficiently on what she wants pupils to achieve and does not adapt the methods to enable these young pupils, to learn in a more active way. As a result pupils are sometimes restless and the pace of the lesson slows. Throughout the school teachers promote pupils' literacy skills well through other subjects, such as geography and science. They make good use of information and communication technology to support pupils' learning; for instance Year 6 pupils word-process the first drafts of their work, edit and print it. Teachers improve the curriculum by visits out, for instance to the theatre, regular Book Fairs at the school, and inviting visitors to the classroom, for example a poet.

## **MATHEMATICS**

65 Standards achieved by pupils by the age of 11 are high. Currently, very few pupils by the age of seven and only a small number by the age of 11 fall short of reaching the standards expected. Many of the pupils diagnosed earlier as having special educational needs make very good progress to reach these standards. This illustrates the success of the school's provision for these pupils. In addition, a greater proportion of pupils reach the higher levels than is usually the case. This is attributable to particularly good teaching in Year 2 and in most junior classes. Standards at the time of the last inspection were too low but much has been done to raise standards since then. Subject leadership is good. Results of assessments are analysed carefully and any weaknesses identified are

fed back to staff and remedied quickly through good teaching and 'booster classes'. Teachers aim high and set stiff but realistic challenges for most pupils. Pupils work hard, in school and often at home, achieve well and not only develop secure calculation skills but understand how and when to use these skills to solve mathematical problems.

66 Pupils enter the infant classes with good attainment gained in the reception class. They make satisfactory progress through Years 1 and 2 but they could achieve more in Year 1 if the work provided for them was more carefully matched to their different learning needs. The teacher is new to this age group and is still trying to find the pupils' levels and capabilities. Pupils' learning accelerates in Year 2. Here the work is very precisely matched to their learning needs and the teacher and support staff operate very effectively with different groups moving them on and increasing their confidence. In this class, one fifth of the pupils have special educational needs and standards are not quite as high as last year. However, by the age of seven most pupils have a secure understanding of how to add and subtract numbers to 20. They know the names and simple properties of flat and solid shapes and experiment successfully on computers to rearrange the shapes to make different tile patterns.

67 Pupils achieve well in the junior classes and make very good progress in Year 6. The basic skills of adding, subtracting, multiplying and dividing are taught well. Pupils have an unusually high level of confidence in tackling mathematical problems. This is because teachers show pupils how to think logically by separating the different stages of the problem. As a result, pupils do not rush into calculations but consider the problem from all angles before making a start. They work together collaboratively by sharing ideas and testing out their theories. These are important factors in enabling pupils to answer written questions, such as appear on national tests. By the age of 11, most pupils understand the relationships between fractions, decimals and percentages and convert one to another. They are secure in their use of number operations, such as division, although their understanding of shape and space is not quite at the same level, mainly because these ideas are taught in blocks rather than at regular weekly intervals.

68 Teaching is satisfactory in the infants and good in the juniors. Lessons are always thoroughly planned and well organised. Resources are prepared well in advance and used effectively in lessons. For example pupils are often asked to show their calculations and answers on white boards. This keeps them actively involved and enables teachers to monitor how well they are learning. There were examples of very good teaching in Years 4, 5 and 6. In these lessons, teachers ensured a quick pace and scattered questions to all pupils, keeping them on their toes. However, there is scope for further improvement, for example through a smoother build up of skills in Year 1 and in the quantity of work produced in Year 3. In Year 2 the teaching is very good. As in all classes, Year 2 lessons begin with a rapid question-answer session during which pupils have to think quickly and explain their answers. However, in Year 2 the process is greatly assisted by handing out digit cards to every pupil. This is very effective in making them feel involved. Their minds cannot wander because the answer needed is quite possibly the number on their card and classmates would soon remind them to tune in! Despite the very good teaching seen in most junior lessons, the work in pupils' books shows that there is still room for some improvement. In some classes the average attaining pupils made too many errors. This means that they did not fully understand the task or that it was too difficult. The former is less likely because teachers' explanations, demonstrations and use of questioning are usually good. There is no doubt that teachers aim high to extend the learning of the higher attaining pupils. Teachers are right to provide challenging work. However, they do not always make sufficient use of assessment to find out exactly where pupils are in their learning and help them to set their own improvement targets.

## **SCIENCE**

69 By the ages of seven and 11 standards of attainment exceed those for most pupils of similar ages. This is a significant improvement since the previous inspection. This improvement is a direct result of the school's recent emphasis on teaching skills of investigation. The school also uses the analysis of the national test results to plan work that effectively meets and challenges emerging needs. The quality of teaching has improved and this has been a key feature in the rise in standards. Pupils of all abilities have well-structured opportunities to develop their enquiry skills and plan scientific investigations. This is having a noticeable effect on standards. The subject leader knows what is needed to enthuse and motivate pupils and has a clear commitment to achieving high standards. There is a good quality policy and scheme of work. This is increasing teachers' knowledge and skills and is an improvement since the previous inspection. Pupils have a very good start in the reception class, build on this, achieve steadily throughout the infant classes and achieve well in the junior classes. This reflects the quality of teaching.

70 In Year 2, pupils of all abilities have a good understanding of how to make and test predictions. They show an increasing awareness about the process of change as they grow. Most pupils have above average understanding of how sounds are caused. Careful questioning by all adults in the class moves pupils' learning forward. It ensures that all pupils, including those with special educational needs, join in classroom discussions. For example, 'How are you making that sound? Why is it different?'. The analysis of work shows that pupils of all abilities have a suitable understanding of different materials. For example, they use accurate scientific vocabulary as they sort materials into transparent, translucent and opaque. Most pupils show a high level of interest and enthusiasm for their work. They conduct investigations carefully and accurately and demonstrate above average ability to work and think independently. An example of this was seen in Year 1 where pupils moved sensibly around the classroom identifying different sources of light. Achievement is better for Year 2 pupils because their work is carefully matched to their identified needs. The careful planning of lessons and the skilful teaching increases pupils' knowledge and understanding. Teachers make very effective links with other subjects such as English, music and ICT. For example, in a Year 2 lesson the teacher extended pupils' ability to identify sounds through the use of sensor equipment.

71 By the age of 11, most pupils have a good grasp of scientific vocabulary and an increasingly secure knowledge base. For example, by Year 6 they confidently explain the difference between physical and chemical change. They know that a chemical change results in the formation of a new material. All pupils respond with interest to the calm, well-informed and carefully structured teaching. Pupils in Year 5 responded eagerly to the enthusiastic teaching. They understood how to plan a fair test and use vocabulary effectively. For example, one pupil wrote, 'I have learnt that to create a fair test you have to have the same ambient light'. Careful questioning ensures that all pupils understand that science is based on evidence. This work builds effectively on the knowledge and understanding pupils develop in Years 3 and 4. This ensures a good level of achievement in understanding scientific ideas. Teachers ensure that all pupils use ICT effectively to support their work. For example, pupils move naturally to the computers to enter and collate information. Pupils are interested and enthusiastic about their work in science. They respond positively to their teachers and listen carefully. This is an improvement since the previous inspection.

72 Pupils with special educational needs achieve well in increasing their scientific skills and understanding. The teachers plan work carefully to ensure that tasks are challenging and meet the pupils' identified needs. This is a marked improvement since the previous inspection. Teachers provide demanding work for the average and higher attaining pupils but in the majority of classes there is little difference between the tasks. This restricts learning and achievement for those pupils who cannot learn at the pace of the quickest.



73 Pupils use their literacy and numeracy skills effectively to support their work in science. In Years 3 to 6, pupils explain and answer questions about their experiments and develop their learning very effectively. They understand the specific scientific meaning of words such as ‘change’ and most present their findings clearly and logically. There is a significant minority of pupils who do not use their handwriting and spelling skills well. This reduces the quality of their work. The pupils use measurement increasingly accurately in their scientific investigations. They use ICT to represent findings on charts and graphs. This is an improvement since the previous inspection.

74 Teaching is mostly good and sometimes very good. This ensures that pupils learn and achieve well. Teachers are secure and confident in their teaching and use their subject knowledge effectively to develop pupils’ thinking. They make effective use of questions to test pupils’ understanding and develop a suitable scientific vocabulary. Teachers’ planning places a clear focus on practising and improving key skills. Where teaching is very good, teachers ensure that new learning is built systematically on what pupils already know. For example, in a Year 2 lesson the teacher carefully recapped on the pupils’ knowledge about the causes of sound. Most teachers have realistically high expectations of what the pupils can achieve. An example of this was seen in a Year 4/5 lesson where pupils were asked to be precise about what they had learned. A very profitable question and answer session enabled the pupils to explain their learning and gave the teacher a clear insight into what the pupils knew. Teachers use lesson evaluations and assessments to guide them in what to teach next in order to ensure good quality learning for all pupils. The regular setting of carefully planned homework gives effective support to work done in lessons. Teachers use the results of trends in performance to ensure that the work provides interest for boys and girls. This is leading to improved achievement by boys.

## **ART AND DESIGN**

75 By the ages of seven and 11, most pupils achieve above average standards. This is a significant improvement since the previous inspection where art was judged to be ‘under-developed’. The subject is managed well. Teachers receive a good level of support from the carefully planned scheme of work and the well-qualified subject leader. This ensures there is clear development of skills as pupils progress through the school and enables teachers to plan and teach effectively. This has a positive impact on standards.

76 Well over half of the pupils in Year 2 achieve above average skills in their ability to look closely and represent different faces. For example, they use their observations skilfully to create their own portraits in the style of Matisse. The teacher uses questions very skilfully to enable pupils to realise how shape represents feelings. They are eager to put forward ideas such as, ‘his mouth goes down at the corners. He is sad or cross’. This is very effective in developing the pupils’ understanding of how artists use expression to show feelings. They make good use of ICT to support their work and also use different sizes of pencils. This increases the pupils’ understanding of how to use a wide range of media. The pupils build well on their skills as they progress from the reception class. For example, in Year 1 pupils look closely at Vincent van Gogh’s ‘Starry Night’ and practise making brush strokes to represent movement. The teachers ensure that pupils have opportunities to discuss their work at the end of the lesson. This session enables them to look critically at work and suggest improvements. The systematic teaching of drawing skills and techniques enables pupils to develop and amend their ideas as they work.

77 As they progress through Year 3 to 6, pupils build on and develop their artistic skills and techniques. This is particularly noticeable in the work on Ancient Egypt by pupils in Years 3 and 4. These pupils produce detailed sketches of jewellery and lively three-dimensional masks. They increase their skills and techniques further in Year 5 and use an increasingly wide range of media. Skilful teaching ensures they have well-developed skills in using computer generated art. This is

evident in their use of ICT to produce designs for a film. All pupils develop and refine their use of sketchbooks and pay increasing attention to detail in their drawings. By Year 6, most pupils attain standards that are above those expected for their age.

78 Pupils are clearly interested in their work and learn new skills well. This is evident from the amount and quality of work around the school. Pupils who have special educational needs work alongside their classmates. They receive sensitive and effective support. This ensures they make good progress in their learning. Teachers' planning for the subject is clear. The adopted scheme of work for art provides for systematic teaching about artists and their work. The work stimulated by African art is particularly impressive.

## **DESIGN AND TECHNOLOGY**

79 Pupils achieve well throughout the school and reach above average standards at the ages of seven and 11, largely because the teaching is good. This is a significant improvement since the last inspection. Pupils have good opportunities to work with many different materials and they are always expected to produce a design before beginning the practical work. This ensures that they know what they are aiming for. When the finished work is completed, and sometimes during the making stages, pupils are asked to evaluate it and suggest how it can be improved. In addition, pupils benefit from the support provided in lessons by parents and other adults who help them to refine their ideas and to work accurately and carefully. These are important steps that add quality to the pupils' work. Sound leadership ensures that the subject has an important place within the curriculum.

80 Pupils achieve well in the infant and the junior classes. In Year 1, pupils are introduced to the idea of designing. For example, they use construction kits to build different types of houses. The ideas gained are then transferred into making model houses from cardboard. Their work on designing and making cardboard door hinges is particularly good. In Year 2, they begin to draw simple diagrams as a basis for deciding on the shape, colour and the final decoration of their intended products. The finished glove puppets are original, made to a high standard and very closely resemble the initial designs. In junior classes, pupils extend their learning of specific skills and techniques, which helps them to join materials together and to create moving parts. In the Year 3/4 class, for example, pupils invented several very effective ways to make their picture frames stand up. In the upper junior classes, pupils learn to make prototypes before embarking on the actual model. These are sometimes produced as homework assignments, which gives parents a valuable insight into their children's work at school.

81 Teaching is good; lessons are well prepared, carefully organised and well managed. Learning assistants, parent helpers and sometimes other pupils ensure that those with special educational needs are well supported. They work alongside them, extending their ideas and providing important pointers to ensure that they achieve success. The tasks provided usually gives scope for higher attaining pupils to refine their thinking further. For example one Year 4 pupil produced a picture frame that could stand both on its end and on its side. Every project has a real purpose and pupils are able to use the products they have made as gifts or to help their learning in another subject. For example, Year 4/5 pupils made rocket shaped desk top pencil holders and Year 5/6 pupils made musical instruments with which to accompany their drama presentations. Not surprisingly, pupils enjoy the subject and take pride in their work.

## **GEOGRAPHY**

82 By Years 2 and 6, pupils reach standards that are in line with those expected for their age. In the main they achieve steadily, except in the Years 5/6 class where they achieve very well because of the very good teaching. This is because the teacher has high expectations of what they can

achieve. As a result she sets challenging work yet matches this very well to pupils' learning needs. Throughout the school, pupils' work in books shows that teaching and learning are satisfactory. Teachers give careful thought to ensure learning experiences are interesting, for example through visits to Flamborough Head and Kingswood Activity Centre. Leadership and management of the subject are sound. The very good expertise and advice of the subject leader and recent changes to the curriculum for pupils from Years 3 to 6 have a positive effect on teaching and learning. The curriculum is now sound and is planned to build upon and extend pupils' skills and knowledge. This shows very good improvement since the previous inspection when the curriculum, and pupils' work in books were unsatisfactory.

83 Year 2 pupils have a sound grasp of simple plans and routes. They identify the features of the school car park and enter this information correctly on a simple plan. The teacher's careful questioning challenges their thinking so that they consider safety issues relating to vehicles and pedestrians. A pupil said 'If there were cars parked there they'd get in the way of the bus and there might be an accident'. In Years 3 to 6, teachers are good at explaining or demonstrating new work using the correct subject vocabulary so pupils easily gain new skills and knowledge. As a result Year 6 pupils interpret large and small-scale maps competently and use confidently terms such as source and estuary. They have an increased awareness of environmental issues through the interesting work they carry out on water pollution. Teachers use literacy and numeracy effectively and make good use of ICT, to support pupils' learning, particularly in the Year 4/5 class. These pupils input data about temperatures onto the computer and produced a line graph.

84 Pupils have good attitudes to learning. In the Year 5/6 class pupils listen very attentively, are keen to answer questions and have purposeful discussions. The teacher has high expectations of the content, handwriting and presentation of their work so pupils work carefully and present their work neatly. This is not the case in other classes and as a result the presentation of pupils' work in books is just satisfactory. In the Years 3/4 and 4/5 classes the standard of most pupils' handwriting is weak because their letters are not joined.

85 In the few lessons seen teaching and learning were mainly good. In the most effective lessons teachers manage pupils very well through a firm yet friendly approach. As a result pupils' behaviour is very good, learning is not interrupted and the pace of the lesson is good, particularly in the upper junior classes. Pupils with special educational needs make very good progress. In Year 4/5, for example, their learning developed rapidly because of the very effective support they received.

## **HISTORY**

86 Pupils achieve steadily and standards by the age of seven and 11 are at the level expected for their age. The school is continuing to maintain standards similar to those at the previous inspection. Standards are not higher because pupils of differing abilities often engage in the same learning tasks and there is little assessment of how well pupils achieve. This does not help in planning how pupils can improve. The subject leader is enthusiastic and knowledgeable and has provided an interesting and broad curriculum, enriched by visits to museums and the local area. This makes the subject interesting.

87 It was only possible to see one lesson during the course of the inspection. From completed work it is clear that most pupils achieve well in developing their skills in using ICT. By Year 6 they use databases confidently to support work on the monarchs of England. This is a marked improvement since the previous inspection. Pupils' work provides suitable links with English. Pupils read about and research historical events carefully but most do not use their handwriting skills well. Those with special educational needs, achieve well because of the support they receive.

88 As pupils progress through the school they increase their understanding of how past events influence the present. They learn effectively about past civilisations, which enables them to develop an increasing understanding of why these societies were different. In Year 1, their work on past and present lighting makes successful links with science and art and design. Careful questioning ensures that all pupils have the opportunity to investigate how different lights were used. It helps them understand how modern day lighting developed. Work on the Ancient Egyptians in Years 3 and 4 gives the pupils an increased interest in history. Their work shows enjoyment as they find out about mummies and why the Egyptians mummified bodies. By Year 6, pupils have a clear understanding of how the British monarchy developed.

89 Pupils learn to understand the social and cultural issues of different times. This enables them to begin to understand how life changes with the passage of time. An example of this is the work pupils do on the changes in tourism in Bridlington in their grandparents' life times. This extends their understanding and they begin to apply this knowledge to some current issues, such as why places change. Teachers clearly encourage pupils to be aware of history around them, at home and on holiday. An example of this is the work pupils carry out on the use of lighthouses in their work on Grace Darling. Their visit to Flamborough Head gives them valuable opportunities to examine history from primary sources. Work in history makes a positive contribution to the development of pupils' moral and social awareness.

90 Teachers base their planning firmly on the national guidance for history. This ensures that pupils cover a suitable range of work and achieve well in developing skills, knowledge and understanding. The marking of written work is variable and does not always give clear pointers for improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

91 Pupils attain standards in Year 2 and Year 6 that are in line with those expected for their age. Pupils of all abilities achieve well by the time they leave the school at the end of Year 6. The standard of pupils' work is rising rapidly throughout the school. This represents very good improvement since the previous inspection.

92 Teaching and learning are now good. The reasons for the significant improvement are fourfold. Firstly, the school has invested a considerable amount of time and money in the subject recently. Secondly, the subject leader has very good expertise, leads and manages the subject very successfully and gives very good support and training to teachers. This has raised teachers' confidence and skill. Thirdly, teachers' planning for the subject is good and they make good use of the new ICT suite and the computers in the classroom. Fourthly, formal systems for assessing pupils' achievement in lessons are good. Pupils record their work in books and this enables staff, and pupils, to track their achievements over time and creates a sense of pride in their work. The subject leader has compiled an impressive portfolio containing samples of pupils' work that different teachers have evaluated. This helps to guide teachers in making accurate assessments of pupils' work. As a result of these factors, teachers and pupils are now more confident and competent working with computers.

93 Pupils in Years 1 and 2 have good control of the mouse and are familiar with function keys on the keyboard, such as delete and space bar. They print off their work correctly. Year 1 pupils are competent in using different font sizes to write up their work from literacy lessons. The Year 2 teacher builds successfully upon these skills. Year 2 pupils produce detailed pictures of faces, using the drawing and colouring tools in an art program. A quarter of pupils produce pictures of good quality. From Years 3 to 6 pupils' achievement becomes increasingly better as they move through the school. In the Year 4/5 class, pupils make considerable gains in giving commands to a 'screen turtle'

in order to draw capital letters accurately. This is because the teacher gives them work that is challenging yet matches their differing needs. He shows very good expertise, so pupils are correctly informed of what to do and their questions are answered expertly. Pupils in the Year 5/6 class are increasing their knowledge and understanding of the Internet and use of 'search engines'. Through careful questioning, the teacher encourages them to evaluate whether the information they gain is useful or not.

94 Teachers make effective use of ICT to improve pupils' literacy and numeracy skills. Year 5 and 6 pupils use the word-processor to draft and edit their work about Anne Frank. They scan texts quickly to find the key words to be used with Internet 'search engines'. Pupils in the Year 4/5 class, make good use of spreadsheets and databases in other subjects, for instance in science. The teacher extends well pupils' knowledge of right angles through the work on the 'screen turtle'. Teachers are also skilled at using computers to support pupils' learning in other subjects. Particularly good use is made of computers in English, geography, mathematics, and science. In the Year 2 and Year 4/5 class pupils carry out some impressive work using sensors in science. Pupils with special educational needs achieve very well because all staff, particularly the classroom assistants, provide very good additional support. Secondly, the school adapts the equipment to meet their needs; for example there is a special keyboard cover for a pupil with a physical disability.

95 Teachers successfully manage pupils' behaviour through a firm yet friendly approach. As a result pupils' behaviour is very good in the main, learning is not interrupted and the pace of the lesson is good. Pupils are enthusiastic, quickly settle to the work in hand and concentrate well. They show good motivation by the work they do in their books and on the computers and they are keen to experiment. This extends their computing skills and builds up their confidence in the subject. Pupils readily help others when they encounter difficulties. They handle equipment with care and respect. Staff move around the class to support and monitor pupils' work. They are then in a position to quickly identify errors or offer help when pupils are hesitant. In the computer suite, monitoring is not as efficient as it could be because of the restricted space. This is because it also houses additional furniture that is used for pupils with special educational needs when they are withdrawn from the classroom and to store resources and pupils' past work.

## **MUSIC**

96 Standards are at the level expected for pupils aged seven and 11, as they were at the time of the last inspection. Not all teachers are confident in teaching the subject and the subject leader has worked hard to provide extra support and guidance to help them to teach to a satisfactory standard. Ten per cent of the pupils learn to play string, woodwind and brass instruments proficiently. In these sessions, the teaching is good and pupils reach a good standard in playing their instruments. They have good opportunities to improve their instrumental work in the school orchestra. Although pupils seldom play their instruments in school assemblies, there are many other opportunities such as concerts, in and out of school, for pupils to develop their skills. The extra curricular music is good and good leadership of the subject ensures that music plays an important part in the life of the school.

97 In class lessons, pupils achieve steadily. In the infant classes, they have good opportunities to play instruments, listen to pieces of music and sing. In Year 1, they are introduced successfully to composing by selecting which instrument best represents the sound made by machinery on a building site. For example, one pupil chose the giro to create the sound of the cement mixer. In Year 2, pupils learn to listen to sound in the environment and impressively use sensor equipment to detect the level of sound. Symbols are introduced to good effect to enable pupils to write down their ideas for composing. In the junior classes, pupils listen to music, such as Peter and the Wolf. Through this, they improve their skills of appraising music and are stimulated to develop ideas for composing musical pictures of animals. By Year 6, pupils are able to explain clearly what the music will be like by looking

at the pattern of notes. For example, they see the waves in the music for the Sky Boat Song and predict where the sea will be calm or rough. Pupils' singing is typical for their age but improves when they are reminded to adopt a good singing posture and to breathe properly. Pupils with special educational needs make good progress. They are well supported in lessons, invited to make a contribution and the tasks are carefully explained.

98 Teaching is satisfactory and is helped by following the teacher's guidance section of a commercially produced programme of work. For example, in Year 6, the guidance helps the teacher to ask the right questions about the structure of the music and the different elements. This helps pupils to appreciate how music is written down and how musicians and singers know how to change the pitch, tempo and dynamics. Lessons are usually well prepared and organised, although the aim of the lesson is not always sufficiently clear. Visual aids are used effectively in some lessons, such as in Year 3, to enable pupils to learn the names of instruments whilst they listen to the orchestra play. However, when instruments are handed out one by one, as happens in Year 1, pupils become restless and do not learn enough about the instruments in the process. The time could be better used if pupils were asked to collect their own instruments, name them and describe how to play them.

## **PHYSICAL EDUCATION**

99 Standards are average at the end of both key stages in most aspects of the subject as they were at the time of the last inspection. However, standards are good in swimming and in games in the upper junior classes. Pupils with a talent for the subject have good opportunities to extend their skills in after school clubs, such as infant gymnastics. The subject is enthusiastically led and the success in competitive sport is attributable to the subject leader and the reception teachers' dedication to providing good extra curricular sporting opportunities.

100 Pupils achieve steadily in most lessons. In the infant classes, pupils learn to throw, kick and catch a ball with typical skills for their age. In gymnastics they learn to work safely when moving quickly around the hall or carrying and using apparatus. Lessons are well structured and begin with a warm up, followed by the main teaching points with a cool down at the end. In the junior classes, pupils know that exercise increases the heart rate and warms up their muscles. These elements of good practice are partly attributable to the subject leader who has included an example of what a good lesson constitutes in his guidance notes for teachers. In Year 4/5, pupils achieve well and because of skilful teaching, they reach a good level of control and co-ordination. For example, they perform three stage sequences of movements on benches, boxes and mats with good flight and landing. Pupils with special educational needs are encouraged to join in and are equally challenged to learn new skills. They are carefully watched, helped when needed and make very good progress. For example, one pupil with physical needs managed a 360-degree turn on a box top, which for him was a considerable achievement.

101 Teaching is satisfactory but good in Year 4/5. Lessons are usually carefully planned, well managed and well organised, although in Year 1 the aims of the lesson are not clear enough and pupils miss opportunities to improve their skills. In Year 2, three activities are rotated in games lessons and each one has a specific purpose. Pupils are able to improve their skills of throwing a ball accurately to knock over a skittle and to catch a ball securely. Teachers stop lessons at regular intervals to ask pupils to watch others demonstrate their skills. They are asked to evaluate the performance, say what they appreciate about it and how it could be improved. Pupils offer suggestions respectfully and notice important points such as flexing knees to cushion the landing. However, teachers' coaching skills could be better. Sometimes pupils wobble when balancing along a beam or when landing after a jump, not because they put their feet in the wrong places, but because they do not use their arms to add stability. These finer points are sometime missed.

