

INSPECTION REPORT

LECONFIELD PRIMARY SCHOOL

Leconfield, Yorkshire

LEA area: East Riding

Unique reference number: 117872

Headteacher: Mrs Jenny Farmer

Reporting inspector: Mr David Cann
20009

Dates of inspection: 2nd – 5th July 2001

Inspection number: 194390

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Arram Road
Leconfield
East Riding of Yorkshire

Postcode: HU17 7NP

Telephone number: 01964 550303

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Appropriate authority: The governing body

Name of chair of governors: Mrs Lesley Ringrose

Date of previous inspection: 10th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann 20009	Registered inspector	Equal opportunities English as an additional language English Information and communication technology History Physical education	What sort of a school is it? How high are standards? How well is the school led and managed?
Christine Wild 19369	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Vivien Wilson 25775	Team inspector	Foundation Stage Science Art Design and technology Music	How well are pupils taught?
Kate Robertson 22178	Team inspector	Special educational needs Mathematics Geography Religious education	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leconfield Primary School is a school for pupils aged 4 to 11 with 207 pupils on roll (123 boys; 84 girls). Nearly all pupils live in the village or the military camp situated next to the school and approximately half of the pupils have a parent in the armed services. Frequent personnel movements to and from the camp cause constant changes to the school population. The composition of many classes has changed by 30 per cent over the last year, which is well above the level of mobility found in other primary schools. Children's attainment on entry to the reception class is often above average. However, the attainment of pupils who join in older classes is often below average as a result of their many changes in schooling. Currently, 2 per cent of pupils are eligible for free school meals which is well below the national average. The number of pupils on the school's special educational needs register is 10 per cent, which is below the national average, but the number of pupils with statements is in line with the national average at 1.5 per cent. There are two pupils for whom English is an additional language. The school has had considerable staffing difficulties recently. One teacher took early retirement due to ill health in December 2000 and another was on long-term sick leave during the inspection. Replacement staff have been difficult to recruit and classes have been covered by teachers on short-term contracts, part-time and temporary teachers.

HOW GOOD THE SCHOOL IS

Leconfield Primary School is a good school. It offers a supportive and welcoming atmosphere for pupils in which they settle easily and progress well. The headteacher gives the school strong and energetic leadership which is respected by parents, staff and pupils. She and her deputy work well with the staff team to create a lively and effective environment for teaching and learning. In spite of recent staffing problems, the school has maintained a good quality of education and represents good value for money.

What the school does well

- Pupils attain good standards in information and communication technology, art and design and technology.
- The quality of teaching is good overall. It is very good for children in the Foundation Stage where they are welcomed into a supportive and stimulating environment which helps them to settle quickly.
- Teaching is well planned to enhance pupils' learning across all subjects of the National Curriculum. This promotes good progress in core skills like literacy and numeracy, but also develops pupils' interests in the arts and technology.
- The school encourages good attitudes and behaviour among pupils. It is particularly effective in presenting moral, social and cultural values and in helping pupils to understand their responsibilities to one another.
- The school provides good support for pupils with special educational needs.
- Parents are encouraged to play an active part in their children's education and value the school highly.

What could be improved

- The assessment and monitoring of pupils' progress across all classes, particularly to promote the attainment of higher ability pupils.
- The way in which some lessons are planned to focus on the skills and knowledge that pupils are to acquire.
- The recording and analysis of attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996 and improvements in three main areas were recommended. The school has addressed these effectively as well as raising the quality of teaching and improving the attainment of pupils in line with the national trend. The roles of co-ordinators have been extended and they receive both training, guidance and support to develop their subjects. The curriculum is well planned and provides a balanced coverage of all subjects. The school makes good use of national guidelines especially in literacy and numeracy. The school gives pupils well organised opportunities to learn about British and other cultures. It makes good use of its locality and contacts to stimulate pupils' learning through visits and visitors. The school analyses its strengths and weaknesses objectively and is in a good position to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar* schools	
	1998	1999	2000	2000	
English	C	A	C	C	well above average A above average B average C below average D well below average E
Mathematics	A	A	C	C	
Science	B	C	C	C	

* those schools with a similar number of pupils eligible for free school meals

By the age of 11, pupils attain standards which are in line with those expected nationally in English, mathematics and science. In tests and assessments in 2000, pupils' results were average in comparison with national results and those achieved in similar schools. Children enter the Foundation Stage with skills which are often above average and they make good progress. By the age of 5, most children attain the standards expected of them and many exceed them in their language and mathematical skills. By the age of 7, pupils achieve standards in reading, writing and mathematics which are in line with those expected nationally. Their test results are at the average level when compared to all schools nationally and those deemed to be similar. By the age of 11, most pupils make good progress. A high proportion join the school in each class and their attainments are often below average on arrival. Nonetheless, pupils settle well and most attain the nationally expected levels or exceed them. Progress across classes is generally good for pupils of all abilities with pupils on the special educational needs register receiving good support and making significant advances. Higher ability pupils achieve appropriately high results in the Year 6 tests but they are not sufficiently challenged in all classes, especially in English and mathematics. In information and communication technology, art and design and technology, pupils attain levels which are above those expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are positive about their work and settle to tasks with enthusiasm.
Behaviour, in and out of classrooms	This is generally good and staff actively promote good standards. Nonetheless, some inappropriate behaviour does occur at break-times although good supervision keeps it to a minimum.
Personal development and relationships	Pupils relate well to staff and one another. They take an increasingly mature approach to their learning and readily undertake responsibilities around the school.
Attendance	Although figures indicate good levels, registers are not all maintained according to requirements, which means that analysis is unreliable.

TEACHING AND LEARNING

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

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

The quality of teaching is good with 27 per cent of the lessons observed judged to be very good or excellent and 41 per cent judged to be good. There were two unsatisfactory physical education lessons. The teaching of children at the Foundation Stage is of a consistently high standard. The teacher has a very good understanding of how young children learn and provides many opportunities for discovery which stimulate their interest. The adults create an encouraging environment in which children grow in confidence. With older pupils, teachers successfully focus their attention by sharing objectives and targets with them. Literacy and numeracy lessons are carefully planned and teachers ensure that pupils use and apply their writing and number skills across a wide range of subjects. In extending pupils' learning in creative activities such as art and design, pupils are required to make good use of their language and measuring skills. Teachers also give pupils good access to computers in all subjects for activities such as research and to enhance the way they present their work. The school makes good use of outside specialists to extend pupils' learning in music and in games skills. Where teaching was unsatisfactory in physical education, teachers lacked the knowledge to develop pupils' techniques fully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The teaching programme for children at the Foundation Stage is very well planned and managed. For older pupils, all subjects of the National Curriculum are covered in a well-balanced way which develops literacy and numeracy skills while developing pupils' knowledge of the arts and technology.
Provision for pupils with special educational needs	The teaching is good and pupils progress well. The way support is managed has been reorganised effectively, but there are still administrative distinctions between pupils with learning and behavioural difficulties which can cause confusion.
Provision for pupils with English as an additional language	Pupils are helped to settle quickly and given a sound level of support. They generally make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school has good programmes for pupils' moral, social and cultural development and is working to improve them. Teachers satisfactorily develop pupils' spiritual awareness.
How well the school cares for its pupils	Procedures to promote pupils' well-being, health and safety are sound. Annual systems for assessing pupils' progress are good, but the procedures for evaluating progress during the year are not formalised and consistently applied.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong leadership from the headteacher provides the school with clear direction. The deputy headteacher and staff support her well and those with subject responsibilities play an important part in maintaining the good standards of teaching and learning.
How well the governors fulfil their responsibilities	Governors monitor the school effectively and are active in supporting its developments.
The school's evaluation of its performance	The school is good at measuring its achievements and identifying areas in need of improvement.
The strategic use of resources	Good. The school manages its finances efficiently and makes good use of its attractive accommodation to create a stimulating learning environment. Resources are satisfactory overall and good for information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour is good and children become mature and responsible. • Teaching is good and children are expected to work hard. • Parents feel comfortable about approaching the school with a problem. • The school is well led and managed. • There is an interesting range of extra-curricular activities. 	<ul style="list-style-type: none"> • The amount of homework. • Information about how children are progressing.

Parents are generally very happy with the school. Inspectors agree with the positive views expressed and consider that homework is appropriate in quality and quantity. Information for parents is good and staff offer regular formal and informal meetings to let parents know how their children are progressing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils attain levels which are broadly in line with those expected nationally by the ages of 7 and 11 in English, mathematics and science. The school's results are at the same sound level as they were at the time of the last inspection. There have been improvements in pupils' attainment over the last four years and these are broadly in line with the improvements recorded nationally at both 7 and 11 years of age.
2. Pupils' progress is sound across Key Stage 1 and good at Key Stage 2. In the tests which pupils take on entry to reception pupils often have above average skills in language and number. They make good progress at the Foundation Stage and reach levels which exceed the early learning goals¹ by the age of 5 in literacy and numeracy. They meet the expected standards in the other areas of learning. There is considerable change to the school population mainly as a result of the movement of military personnel to and from the adjacent camp. Many pupils who join the school have lower than average skills and the effect of this is most noticeable over the four years of Key Stage 2. By the age of 7, the number of pupils achieving the expected levels has been at least average and in the last two years results have been above average. By the age of 11, the majority of pupils attain the nationally expected levels and their progress is often good.
3. In tests and assessments in 2000, pupils aged 11 attained results which were in line with the national average in English, mathematics and science. In comparison with similar schools, pupils' results were average. Current pupils achieve levels which are in line with expectations. In comparison with their prior attainment, pupils often progress well by the end of Year 6, but current pupils in Year 5 are making only moderate progress and the higher ability pupils in this year are not being sufficiently stretched. In tests at age 11, pupils of all abilities achieve the levels expected and benefit from very good teaching in Year 6. Throughout Key Stage 2, pupils with special educational needs make good progress to achieve the targets set for them in their educational plans. They and those for whom English is an additional language are given a good level of support and progress well. There are no significant differences between the attainment of boys and girls.
4. In tests and assessments in 2000, pupils aged 7 attained results which were above the national average in reading and mathematics while results in writing were average. In science assessments, pupils' results were above average. In all subjects, these results were in line with those achieved in similar schools. Pupils' attainment has improved over the last four years at the same pace as the improvements seen nationally. Pupils with special educational needs progress well and higher ability pupils often achieve better results than those achieved nationally. There are no significant differences between the attainment of boys and girls. There are currently no pupils for whom English is an additional language at Key Stage 1.
5. Inspection findings indicate that at the age of 11, current pupils attain levels which are broadly in line with national expectations in English, mathematics and science. The school has exceeded the targets agreed at Key Stage 2 for pupils' attainment in English and mathematics. Pupils' attainment in information and communication technology and music is above expectations and in all other subjects pupils attain the levels expected for their age.

¹ Early learning goals are the standards expected of children by the time they reach five years of age.

6. There are variations in the skills which children have on entry, but overall they are above average in spoken language, reading and number recognition. They receive very good teaching in reception and make good progress in developing their skills in communication, language and literacy. Children respond well to the courteous and encouraging atmosphere which the class teacher and other adults create. They listen well and speak easily to one another. They learn to recognise a range of letter sounds and words and make good efforts at writing simple sentences. In mathematics, they benefit from lots of games and learn to count in many practical activities like using the outdoor number line. Their personal and social skills are well developed in role play and in working together in groups and as a class. In other areas of learning, pupils achieve the expected levels. They learn about the world in which they live through visits and in talking to visitors and develop their physical and creative skills in well planned painting and modelling activities.
7. Teaching is good at developing pupils' literacy skills across a range of activities linked to other subjects and pupils generally make good progress in their knowledge and use of language. Pupils achieve satisfactory levels in speaking and listening. They are keen to talk about their work, contribute to discussions readily, but do not always express themselves fluently. Pupils achieve the expected levels for their age in reading and teachers monitor their progress closely. In all classes, there are daily sessions in which pupils read together and improve their comprehension skills. Pupils look for information in history, geography and science and make good use of non-fiction books and computer based resources. In writing, pupils write short accounts at Key Stage 1 with a good understanding of punctuation and sentencing. Their handwriting develops satisfactorily, although their sense of keeping on a line is often uneven. Pupils learn to write for a number of purposes such as accurate recording of experiments in science, evaluations of designs in technology and imaginative accounts in stories and poems. The quantity of output is good in all years except Year 5, where the attainment of higher ability pupils is particularly limited. The quality of pupils' language is impressive in Year 6 where pupils persevere to find the right vocabulary from dictionaries, word banks and thesauruses.
8. In mathematics, pupils achieve good results in mental and oral work as a result of effective teaching in the numeracy hour. Pupils respond well to investigative and problem solving activities and they use computer programs well to develop learning. They are particularly skilful in handling data at both key stages and use these skills in compiling charts and graphs of high quality. Pupils extend their number skills well by applying their knowledge in subjects such as science, geography and design and technology.
9. In science, pupils carry out practical investigations and record their results in a suitable variety of ways. Their learning is firmly based on practical experience and well balanced across each aspect of the subject. Pupils know how to conduct fair tests and are taught the need to express method and technique precisely. Pupils communicate their findings accurately and higher attaining pupils write well-punctuated descriptions in a clear logical style. Pupils have opportunities to develop research skills and make good use of the Internet as well as books from the library. Pupils' learning in Year 5 has been disrupted because of staff absences which has resulted in a slowing down of progress, especially for those pupils of above average ability.
10. In information and communication technology, pupils' attainment is above national expectations at the ages of 7 and 11. Pupils make good progress as a result of the many computers to which they have easy access and the good teaching which ensures that pupils develop their skills across all subjects. They use computers to extend their learning in communications, data handling and research. Pupils develop their communication skills in writing their stories and articles, incorporating illustrations and graphics. Higher ability pupils are using the school's digital camera and video material to present a record of school activities. Pupils make good use of information and

communication technology to record data on spreadsheets and produce graphical displays. In history, geography and science, pupils use CD-Roms and the Internet to aid their research.

11. Standards of attainment in art and design and technology are above those normally expected for pupils at ages 7 and 11 years. They achieve particularly good results in three-dimensional work in art where they benefit from the expertise and guidance of specialist teaching. Pupils' enthusiasm and pride in their work is evident throughout the school. They observe well and have good techniques in drawing, although their knowledge of the work of artists is less well developed. In design and technology, pupils understand the need to plan what they are making and to consider the stages of construction. They learn to choose suitable materials and tools for their products and know the importance of working safely. Pupils also carry out evaluations of their work at the end of their assignments.
12. Pupils with special educational needs make good progress as a result of the well-constructed individual plans and support from the Special Needs Support Service, class teachers and classroom assistants. Pupils for whom English is an additional language make satisfactory progress. They participate in the curriculum fully. Teachers and classroom assistants give firm direction to pupils' learning with structured questioning leading to new understanding. Data from tests is used well to target performance of pupils and assess the needs of individuals. The targets which the school has set itself are realistic and have been achieved in 2000.

Pupils' attitudes, values and personal development

13. The good attitudes to the school and work that pupils display have been maintained since the previous inspection. Most pupils enthusiastically approach their lesson and readily begin their assignment. The mainly good teaching ensures pupils are motivated in their work. For example, in a maths lesson pupils settle quickly and listen carefully to the teacher. This enables them to understand the concepts taught. Pupils of all ages, when admitted to the school, acclimatise themselves well into the routines and regulations of the school, they work and play harmoniously with their peers. Parents agree that their children they are happy to be at school.
14. The good support, provided by learning support assistants, for pupils with special educational needs in the classroom, enables them to sustain concentration and develop good attitudes to their work. Pupils with special educational needs have positive attitudes to their work. They work well with their peers and are proud of the improvements they have made.
15. In class and around the school behaviour is generally good. Pupils line up quietly as a matter of course and movement around the school takes place in an orderly manner. In the playground, at the end of play, pupils wait patiently until they are summoned into class. Occasionally good behaviour breaks down in the playground, when a few boys can display inappropriate actions such as hitting and kicking. This type of behaviour is kept to a minimum through the good supervision around the grounds. The school has recently purchased play equipment to promote co-operative relationships and to reduce playtime friction. The result of these initiatives has been a reduction in unacceptable behaviour and to raise awareness of the problems in all staff. There have been four exclusions this year and five in the previous year; the same two boys have been responsible for the majority of the exclusions.
16. When given the opportunity, pupils take part in the daily routines of the school. Older pupils ensure registers are available in each class and class teachers choose a pupil to return them to the office. In the playground, the older girls enjoy amusing and playing

with the younger children. They listen to their stories and show them how to play with the equipment. Older boys can be seen returning the equipment such as skipping ropes, bats and balls to their rightful place. In Year 5, pupils notice if adults have books to carry and offer to assist.

17. Relationships in the school are good. The majority of pupils play well together, work together in the classroom and willingly converse with adults and each other. In a physical education lesson, when taking part in a game of hockey, all pupils help and encourage each other and show forbearance with others. In the classroom, teachers and pupils respond well to each other. Pupils respect the teachers and they in return are respected.
18. The attendance rate of 96.4 per cent is good. However, not all the registers comply with the statutory requirements. The use of codes to denote absence is inconsistent throughout the school and in one class the register has not been completed correctly for the academic years 1999/00 and 2000/01. The school follows up absences and a book is retained in the office to record verbal messages from parents. There are a considerable number of pupils taking holidays in term time, although the school tries to limit the extent of this.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall and has improved since the last inspection. There is a higher proportion of very good teaching (27 per cent) and in a further 41 per cent of lessons teaching was good. The amount of unsatisfactory teaching (5 per cent) has reduced although there were two physical education lessons which had shortcomings. Teaching now makes good links between subjects so that pupils apply their literacy and numeracy skills within interesting contexts. During the inspection, teachers on short-term contract or supply taught classes in Years 1 and 5 because of staff absence. Judgements on the quality of teaching in lessons largely agree with the findings from the examination of pupils' work. However, work from pupils in Year 5 was significantly less in quantity than in other years. There were fewer opportunities for pupils' own investigation especially in science and the quality of written work was not as varied and well developed.
20. Teaching of the children under five in the reception class is consistently good or very good. The teacher has a very good knowledge of how children learn and provides a stimulating range of activities. There is a good working relationship between the teacher, the class assistant and the volunteer helpers. This is strengthened by the helpful written guidance for each class activity supervised by adults. The high level of adult attention ensures that children's progress is well supported. The teacher uses a variety of very effective teaching strategies that require children to use their senses fully to make new discoveries. By giving them clear guidance and useful ways of remembering, she teaches them how to learn. Well-focused questions encourage children to extend their thinking, and increase their confidence in expressing their ideas. These elements together with good class management contribute positively to the children's learning. Consequently, they are well motivated and achieve well.
21. The teaching of literacy skills is good. Teachers give close attention to developing pupils' reading and writing skills through a range of activities. In science, pupils are taught to record their findings using the correct sequence and vocabulary with lists and labelled diagrams. Pupils write evaluations of their design and technology projects and describe places of historical interest which they have visited. Teachers arrange a daily reading session in which pupils look at stories together and improve their comprehension. Teachers also monitor pupils' reading progress regularly and ensure that they have books of an appropriate standard.

22. Numeracy is well taught both through mathematics lessons and other opportunities for pupils to use and apply their number skills. During the introductory mental activity session they are well challenged to think quickly and to explain their calculations. Pupils are encouraged to make links with mathematical learning in other lessons. For example, in a Year 3 science lesson a pupil compared 'predicting' an outcome with 'estimating' in the previous mathematics lesson. In science and geography, pupils compile charts and graphs of information gathered. In Year 1, pupils collect information on birthdays, pets and crisp flavours and produce graphs to show the results of their surveys. Pupils use mathematical skills in carrying out a traffic survey and recording the results. Pupils' recordings and written explanations of their findings provide valuable opportunities for them to develop both number and language skills.
23. Lesson planning is good throughout the school. In English and mathematics, plans precisely describe pupils' learning activities for each aspect of the lesson. This enables pupils of different abilities to be challenged at the appropriate level. Teachers are very good at developing pupils' skills through the use of computers. In nearly all lessons they ensure pupils have opportunities to extend their learning in communication, number and research. This is achieved as a result of teachers' good knowledge of the resources available and careful preparation. Other subject plans are expressed in less detail, but teachers usually share the purpose of the lesson with pupils. This is referred to at the end of the lesson to assess pupils' understanding. However, teachers' plans for lessons in physical education do not concentrate precisely enough on what is to be taught. The necessary social and physical skills to be developed are not clearly identified in lesson plans. Consequently, lessons lack a clear focus and pupils do not make sufficient progress.
24. Teachers use a good range of teaching methods. Most are effective in stimulating pupils' interest and in motivating pupils to want to learn. During whole class introductory sessions, teachers use questions effectively to encourage pupils to think and to express their ideas to the class. This sharpens their reasoning skills and gives them confidence to try out ideas for themselves. Most lessons are carefully planned to build on pupils' previous understanding. Teachers' thorough recap of earlier learning helps pupils to consolidate their understanding and extend their knowledge. When teachers give good demonstrations of practical technique and procedures, pupils make good progress in learning specific skills to create their own ideas. This is particularly evident in design and technology and some art lessons. Where teachers' expectations of standards are high most pupils achieve well. However, expectations are not consistent throughout the school. Earlier work produced by pupils in Year 5 indicates that they have not had sufficient opportunities to investigate ideas for themselves. Expectations have not been high enough and, therefore, the quality of work is lower than it should be. Consequently learning is narrow and progress limited.
25. Teachers' good relationships with pupils and for the most part effective behaviour management result in a purposeful learning environment. Opportunities for pupils to work in pairs encourage co-operation and sharing of ideas. All teachers make very good use of the reward system to reinforce good behaviour and effort. In lessons where teachers use humour to motivate pupils, they experience real pleasure in their learning.
26. The school makes good use of outside expertise to extend the curriculum and stimulate pupils' interest in learning. In 2000, an exciting programme of African music, art and storytelling was presented by visiting performers. The pupils' active participation enabled them to increase their understanding of the traditions of other cultures. Teachers' knowledge about the subjects they teach is good, particularly in design and technology. The part time specialist's strong support for the planning of this subject results in good teaching of specific skills and clear procedures. This enables pupils to progress well in their designing and making skills.

27. The use of assessment in lessons is satisfactory in Key Stages 1 and 2 and good in the Foundation Stage. By questioning pupils and by observing them carrying out tasks teachers find out how well pupils are learning. They use this information to give pupils helpful feedback and to help those who are having difficulties. This helps to improve pupils' confidence and to encourage further effort. Pupils who are judged to be learning quickly are given additional tasks to challenge them further. Some of these are mere repetition, however, and do not extend pupils' thinking. The marking of pupils' work varies between classes. Some teachers indicate how pupils' work could be improved, but most marking consists mainly of positive comment.
28. Teachers deploy learning assistants well in most classes. This allows pupils to benefit from individual help and to make more rapid progress. In the reception class the teacher makes the maximum use of the assistants' time by supplementing explanations with written instructions and a focus for observation for each adult. In other classes, such as Year 4, learning support assistants give very well focused attention to the needs of pupils with special educational needs. Teachers often use resources imaginatively to make learning relevant and more exciting. In a lesson comparing Hinduism with Christianity, pupils gained a clearer understanding of the subject by examining artefacts brought in by a member of the class. Although the Foundation Stage does not have a secure external play space, the teacher makes very good use of the hard surface and grassed area outside the classroom for many learning activities.
29. Teachers set a reasonable range of activities for pupils to undertake at home, including regular reading to their parents for the younger pupils. Whereas a few parents considered homework to be insufficient, inspectors feel that the amount given is satisfactory.

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

30. Curricular planning is good and has developed well since the last inspection. The teaching of English and mathematics has been strengthened by implementing the National Literacy and Numeracy Strategies. Teachers also make good use of the schemes of work from the Qualifications and Curriculum Authority which they are introducing in most subjects. The school has responded to the issues found in the last inspection and established a clear, uniform framework within which teachers can plan effectively.
31. The teaching programme for children at the Foundation Stage is very good and helps them to make good progress, especially in language and number. Curriculum planning for this age group is detailed and covers all areas of learning. Children learn through a range of linked experiences which are carefully structured. Children's activities are carefully guided and monitored to ensure that they progress well. At the same time, teaching places a priority on developing children's interest and skills in communication, speaking and counting.
32. The provision for pupils with special education needs is good. There are clear procedures for identifying such pupils at an early stage in their education. Class teachers and special needs support staff work closely together and ensure that pupils who are withdrawn from classes are covering the same subject work at a level appropriate to their needs. Pupils with special educational needs participate fully in lessons ensuring equality of access to all subjects. There is a slight weakness, however, in the provision for pupils with emotional and behavioural difficulties who are kept on a separate register. The individual education plans for pupils with such difficulties, although improving, are not always as precise as necessary to aid planning. In addition, targets are not always comprehensible to the pupils which would enable them to assess their own behaviour and

progress better. Annual reviews for those with statements of special educational needs are carried out appropriately. Provision meets the requirements of the Code of Practice and statutory requirements.

33. The school is fully committed to equal opportunities and has regard to all statutory requirements. Teachers ensure that all pupils have equal access to the curriculum as well other school activities. Boys and girls participate equally in music and sporting sessions and in the extra-curricular clubs. Teachers plan activities to provide for the needs of all pupils, including those with special educational needs and those for whom English is an additional language. They are concerned to develop pupils' abilities whether academic, artistic or sporting.
34. Although there is a recently updated policy for personal, social and health education, the school's programme for this aspect of education is still formally to be agreed. The current provision is satisfactory and the school is planning to extend teaching in all classes. The science curriculum provides pupils with opportunities to learn about basic life-processes including elements of sex education. Pupils discuss and write about the problems of alcohol and substance abuse. Some classes timetable lessons on personal and social education and staff have undertaken training in activities such as circle time². The school is preparing to participate in the local education authority's 'Healthy Schools' initiative and implement a whole school programme in September 2001. The school provides other valuable opportunities for pupils to develop their personal and social skills. For example, they show visitors around the school and they are effectively encouraged to reflect on their learning at the end of lessons. Procedures for consulting with pupils in order to give pupils a sense of being involved in decision making only take place informally.
35. There are good links with the community, which contribute to pupils' learning and personal development well. The pupils are active in the wider community. For example, there are sports teams that include football, netball and hockey. All classes regularly take part in educational visits. These include use of the local area to extend pupils' knowledge of geography and history. For instance, pupils carry out route planning for activities in Leconfield and trips to Beverly to look at old buildings. Younger pupils visit Bridlington as part of their topic on the history and the seaside. All pupils gain valuable learning experiences from visits to museums at Hornsea, Hull and York. Visitors to school such as the poet Adrian Spendlow, and the 'String of Pearls' drama group further enrich the curriculum. The cultural and artistic life of the school was enhanced by its participation in a local initiative which was effective in linking creative work and language.
36. There is good provision for extra-curricular activities. Pupils have worthwhile opportunities to develop their special interests and talents through clubs such as French and Internet clubs, orchestra choir and individual musical tuition and several competitive team games in sport such as rounders, netball and cricket.
37. The school maintains good links with both the local playgroup and with local secondary schools. Appropriate arrangements are made to help the pupils' transition to secondary education with preparatory visits in the summer term. Teachers from the secondary school visit the school and close formal links are maintained in English, mathematics and science and for pupils with special educational needs.
38. The provision for pupils' moral, social and cultural development is good. The provision for pupils' spiritual development is satisfactory. Religious education gives pupils opportunities to reflect on the beliefs and practices of some of the major world faiths. However, as yet, the majority of pupils are not given enough opportunities to reflect on how these relate to their own lives and beliefs in any depth. Pupils are inspired to write

² Class activities in which pupils take it in turns to discuss issues which are important to them on a personal level.

imaginative poetry in English. They experience awe and wonder in lessons such as science. For instance, in a reception lesson when watching a video on forces children gasp with astonishment when a huge wave crashed over the promenade. They clapped and murmured delightedly at a spectacular display of bubbles and were thrilled when the teacher produced a small windmill from her handbag. Assemblies are broadly Christian in nature and pupils have some opportunities to reflect or to take part in an act of worship. No pupils are withdrawn from the collective act of worship.

39. The school makes a good provision for moral development and succeeds well in helping the pupils to acquire a sense of right and wrong, a concern for others and the will to do what is right. Pupils with special educational needs are integrated well into all aspects of school life. Staff encourage pupils to think of others beyond their families and friends and to show concern for others. Through their own behaviour staff provide good role models. In lessons they generally set clear expectations for pupils' behaviour by rewarding good conduct and valuing contributions to the school community. In assemblies, achievements are celebrated and rewards in the form of certificates and 'Teddy Bear' awards are distributed. Pupils show pride in the achievements of their peers. For instance, when a Year 6 pupil received second prize in a poetry competition and was invited to read out her poem, her peers were proud of her success and listened with smiling approval.
40. The school's provision for social development is satisfactory. The developing nature of the personal, social and health education programme means that this element of provision is not yet as strong as it promises to be. Pupils are encouraged to contribute to the school community and staff provide opportunities for pupils to show initiative in the daily routines of the school. Pupils are encouraged to take responsibility for their own behaviour. They are encouraged to understand the importance of care and respect for the environment in Year 4 through geographical work on pollution for instance. Pupils take part in a range of activities and experiences, which help to foster co-operation, team spirit and a sense of fair play. For instance, in a Year 5 physical education lesson, pupils were particularly sensitive to the needs of a pupil with special education needs, offering him encouragement and support.
41. The school's provision for cultural development was found to be a weakness in the previous inspection. This area is now good. Teachers help pupils to acquire knowledge of their own cultural traditions and to develop a respect for the culture of other peoples. Stories from other traditions are used imaginatively. For instance, after listening to the Hindu story about the birth of the Ganges in Year 5, pupils learn about the modern river and country. In religious education, Year 3 pupils explore Mehndi patterns and design their own. The school offers a good range of books reflecting pupils' own and other cultures. African culture was used as a whole school focus as part of a whole school millennium project. During the course of this event there were dance, drumming, story telling and rhythm workshops. This workshop acted as a stimulus for a variety of high quality artwork including activities using textiles and African clay masks. Pupils' knowledge of their own culture is enhanced through studies in many areas of the curriculum. For instance, in geography and history pupils visit Leconfield, Beverley and Bridlington as part of their study of the local environment and the seaside. The library offers a wide range of multi-cultural material and books reflecting the British culture.
42. All policies, many recently updated, are now in place and reflect the school's aims. They are supported by schemes of work, which follow national guidelines and have relevant objectives, reflecting the requirements of the National Curriculum. The staff use the detailed objectives in the frameworks for teaching literacy and numeracy and plan the pupils' work appropriately. The school's schemes of work provide a clear framework for planning. They are being adjusted to suit the school's needs and give good guidance for teachers' short and medium term planning. Strong links between curriculum subjects support pupils' learning very well. For instance, there are strong links between religious

education and geography in Year 4 pupils' study of India. Information and communication technology is used very effectively in many areas of the curriculum to enhance learning opportunities. Pupils are well prepared for the next stage in their education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Overall, the school provides satisfactory care of its pupils. Good relationships are evident throughout the school, which enables pupils to feel confident and secure. Generally teachers have good knowledge of their pupils, records of good behaviour and effort are kept and achievements are rewarded in weekly celebration assemblies.
44. Procedures to promote pupils' well-being, health and safety are satisfactory. The school has an appropriate policy for health and safety. The governors have a premises committee and hold regular meetings to monitor the school. The school has a member of staff who is fully trained in first aid; other staff have received training in basic first aid. All accidents are recorded and written notifications of bumps to the head are provided to parents. Fire procedures are adequate, regular testing of fire and electrical equipment takes place. The caretaker has been trained in the safekeeping and use of cleaning materials and equipment. The senior lunchtime supervisor is well briefed by the headteacher on issues of behaviour and the health of pupils. The lunchtime supervisors have received training on effective play and behaviour management. Pupils are taught to protect themselves through science lessons. The police and fire service have visited to talk about the dangers of old buildings, water and strangers. The school nurse visits to help pupils to understand the changes that take place in the body. Presently, the school does not have a formal programme for the teaching of personal, social and health education, but there are plans to introduce this in September.
45. Child protection procedures are adequate. The school's policy consists of a short statement and is too brief to be of benefit to staff; however, staff are provided with a useful guide on child protection and the school follows the local authority guidelines. The designated person with responsibility for child protection is not available at present and all staff are not clear who is the designated person with this responsibility. Outside agencies work with the school, but the quality of their support is variable and the length of time taken to respond to issues is a concern to the school.
46. Procedures for the monitoring and promoting of good behaviour are satisfactory. The school promotes positive discipline and encourages the use of praise in all staff. Strategies, for example the use of clicking of fingers and clapping to attract attention, have been recently introduced and are effective when used appropriately. Occasionally these strategies are overused and pupils become inured to the methods. Pupils are able to recall the school's rules, appreciate the system of rewards and understand the need for sanctions. All staff consistently apply school rules. This consistency, the good relationships between adults and pupils and the re-enforcement of what is acceptable behaviour create an orderly community. Although standards of behaviour were identified as a concern by parents, the majority of pupils behave well and only a small minority of pupils display inappropriate behaviour. Overall, midday supervisory staff usually maintain good order, but occasionally behaviour can become inappropriate at lunchtime. The school is aware of this and is addressing the problem through the introduction of play equipment and a class rota system for playing football. The incidences of exclusions that have taken place in the last academic year have decreased slightly from the previous year. For pupils with behavioural problems the school uses target tick sheets, which help the pupils to understand when their behaviour is acceptable or not. However, for excluded pupils the school has not formally implemented individual strategies to identify precise and realistic ways in which pupils can improve their behaviour.

47. Informal monitoring of personal development takes place. Annual reports contain some information on the attitudes of pupils to their work and play. Good behaviour, attendance and achievements in and out of school are rewarded in celebration assemblies. Extra-curricular activities, for example the French and sports clubs, contribute to the pupils' personal development and improve confidence, self-reliance and social skills. The school has identified the need to introduce planned lessons for the development of personal and social skills. Formal monitoring of the pupils will also be put in place in the autumn term.
48. Procedures for the monitoring of attendance are unsatisfactory. Registration takes place at the beginning of each morning and afternoon. However, registers are not always completed in accordance with the statutory requirements. Codes used to denote absence are not used consistently throughout the school. Although a record of the reason for absence is noted in a book, the reasons are not always recorded in the registers. The school contacts parents if a reason for absence is not received and a letter requesting an explanation is sent to parents. The headteacher regularly outlines the need for good attendance in newsletters to parents. However, the systematic analysing of individual pupils' absence and the types of absence does not take place. A considerable number of holidays are taken in term time, which affects the progress of not only the pupils who are absent, but also the attainment of the pupils who remain behind. The school receives support from the educational welfare officer when concerns regarding individual pupils' absence are identified.
49. For pupils with special educational needs, the school follows a staged approach and fully meets the Code of Practice. Close liaison between the school and outside agencies is maintained and the educational psychologist, language therapist, educational welfare officer and occupational therapist make regular visits to the school. The school takes full advantage of consultations with the special educational needs support team, for staff training, targeted child consultations and referral service. Detailed records are maintained. The use made of individual education plans is productive and has a good impact on pupils' progress. Current statements within the school provide additional staffing in the form of teaching and learning support staff. All staff know the pupils well and are always encouraging and supportive.
50. Procedures for assessing pupils' attainment and progress are good in English and mathematics, but not yet well developed in other subjects. In addition, while systems for measuring pupils' progress at the end of the year are good there is no formal structure for *evaluating* their progress during the year. The school carries out a good programme of assessing pupils on entry. For children at the Foundation Stage, this takes the form of a detailed check on pupils' skills which is well used to guide the child's learning. Adults in the reception class keep good records of how the under-fives develop and discuss and exchange information very effectively. The many pupils who enter the school in older classes also undergo standardised tests in English and mathematics, which help to identify their learning needs. Tests in English and mathematics are administered on an annual basis to all pupils and the school uses the results well to evaluate the effectiveness of teaching and to set targets for the year groups. Records of pupils' achievements are augmented by details of their reading skills and by annual assessments of their attainment in all subjects. Individual pupils' profiles are well maintained with examples of their work in literacy and numeracy, annotated and levelled against National Curriculum standards, as well as copies of their reports and discussions held with parents. Teachers evaluate the effectiveness of lessons and keep notes on this. They carry out regular informal observations of pupils' progress in most subjects, although inevitably the main focus is on pupils' attainments in literacy and numeracy. These observations help them to plan learning for future lessons and to identify the different needs of groups of pupils.

51. There is little formal analysis of how pupils are gaining skills and knowledge in science, information and communication technology nor in the other foundation subjects. Teachers do not yet use objective criteria for measuring progress which enables them to evaluate the effectiveness of teaching and learning. Notepads, which were introduced at the time of the last inspection are not used extensively nor consistently across all classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has a good relationship with parents. They are happy with the school's provision for their children, they hold positive views, and are supportive of the events and initiatives. Parents feel they can approach the headteacher and staff with ease. Views expressed by parents in the questionnaires and the parents' meeting are supportive. The school values its parental contributions and has identified communication with parents as an area for improvement.
53. Generally, the information provided to parents is good. Regular newsletters provide parents with information on events and visits; this enables parents to have a good overview of the school's activities. Throughout the school, information on the topics to be covered in all subjects during the term helps parents to understand and assist their children in their work. Curriculum evenings are provided to assist parents in understanding their children's learning, but these are not as well attended as open evenings and other events.
54. The governors' annual report to parents is written in a friendly format. The report gives a summary of the work of the governing body, but does not include all arrangements for pupils with disabilities and the information on finance and the professional development of staff is too brief to meet requirements. The prospectus is a useful document that enables parents to become familiar with the arrangements of the school. However, it omits admission arrangements, details on the school's policy for special educational needs and on unauthorised absence. Good quality induction information is available to parents of children who are about to start school. Open days, home visits that take place before children enter school along with the valuable links with the pre-school, who are based on the same site, help children to settle quickly into their new environment.
55. Two opportunities for parents to consult and discuss their children's progress are held each year. Baseline assessment results are discussed at the autumn term meeting and parents' views are taken into consideration. Annual progress reports are available in the summer term. Parents who wish to discuss the report may contact the class teacher and will receive an appointment. Overall, information in the reports on what pupils can do and particularly their weaknesses is not always obvious, but targets for improvement are included and inform of the next step. The home/school agreement is a clear document and has been signed by all parents.
56. The school recognises the important contribution parents can make in helping with their children's learning and actively solicits their opinions. Regular questionnaires seeking information on policies, homework and events assist the school in understanding the needs of parents. The school is endeavouring to improve the successful partnership with parents. Parents are encouraged to help in the school and their deployment in the classroom assists in meeting the needs of the pupils. Although the school does not have a formal parent/teacher association, parents are willing volunteers in helping to raise funds. A group of parents organised a drama club, Camera Lights Action. A production held in the army theatre raised funds for the school. Parents of children with special educational needs are encouraged to be involved in every stage of their children's progress. They are encouraged to participate in their children's development and are well informed about their progress. Full records of contacts with parents are kept.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides the school with strong and effective leadership. She has maintained the school's very clear educational direction, noted at the last inspection. By her own energetic and vigorous example she is a very good role-model which staff, pupils and parents respect enormously. She supports her staff by giving them an immense amount of time and personal encouragement. Her own teaching skills are very well used in Year 6 and as well as this heavy class commitment she co-ordinates key subjects and mentors the newly qualified teacher. She works well with the deputy headteacher and is developing the management responsibilities of young staff. The distribution of responsibilities is well organised and all staff contribute to the development of the curriculum.
58. The school has done well to maintain a good quality of education in the face of a number of additional challenges which have beset it in the last year. The recent ill-health of two experienced teachers has placed added burdens on the headteacher and senior staff. Difficulties in finding replacement staff have made it hard for the school to maintain high quality teaching. Management has had to provide a considerable amount of extra support to assist the many temporary teachers who have come in to provide cover. The adverse effect of these constant changes has been kept under review and has been restricted. Nonetheless, pupils have not all made the progress which might have been expected in Year 5. The impact of this has been masked by the very good teaching in Year 6 and pupils have continued to make good progress by the end of the key stage.
59. The school relies on the monitoring of planning and books by co-ordinators and a programme of annual testing to record pupils' progress. This provides a good basis for checking on the effectiveness of teaching in most classes, but has not been sufficient to identify the extent to which pupils' progress has been limited in Year 5. Co-ordinators examine and comment on planning, but there is not enough attention to evaluating pupils' work on an ongoing basis. The annual testing of pupils is well used to assess the progress of year groups and individuals. Management uses the data to evaluate the effectiveness of teaching and the curriculum. The information is shared with staff and governors to assess the school's overall performance and that of teachers and to set targets for pupils' attainment in each year group.
60. The school has also had to address the problems of poor behaviour amongst a small number of pupils. Staff have reviewed their policy and practice regarding behaviour management and this has had a very positive impact on teachers' effectiveness. The programme for developing the personal and social education of pupils is good and initial training has taken place to prepare teachers and other staff. The headteacher and the subject co-ordinator have planned this well and it is to be fully implemented in September 2001. Classroom assistants and mid-day supervisors have also received a good level of training which helps to establish a consistency of approach among all adults. The school is aware of the need to monitor how effective this new behaviour programme is and should also ensure that changes in approach are fully understood by all supply and part-time teachers.
61. The school's procedures for planning improvements are good. Staff draw up areas for curriculum development on an annual basis ensuring that all areas are covered in line with the three year rolling programme. These are linked to financial planning to ensure that there is appropriate spending on the targeted areas. The governors review this and are closely involved in agreeing the budget prepared by the headteacher and the school administration officer. Other spending areas are identified as a result of the headteacher's review of the school's overall performance. In the areas of the curriculum identified in the annual improvement plan, co-ordinators draw up action plans with appropriate timings, targets and finance implications. These are reviewed regularly with

the headteacher and senior management. In addition, co-ordinators take an active role in monitoring teachers' planning, observing lessons and checking on pupils' books. These procedures have been effective in raising the quality of teaching and pupils' attainment since the last inspection.

62. The governing body fulfils its statutory responsibilities well. It is aware of the strengths and weaknesses of the school and takes an active part in shaping its future direction. The governors' committees monitor the work of the school effectively. They are closely involved in the school's financial planning, keep a proper check on spending and the maintenance and safety of the premises. Nominated governors take responsibility for key areas of the curriculum like literacy, numeracy, special educational needs and information and communication technology. The work which has been put into improving resources and pupils' attainment in information and communication technology is a direct result of governors' intervention. The school administrative officer maintains a close control of the school's day-to-day finances and computers are well employed to assist in this and other areas of administration.
63. Prior to the appointment of the new special educational needs co-ordinator a teacher from the local education authority's Special Educational Needs Support Service has managed this area well. She works closely and effectively with class teachers and classroom assistants to plan suitable work, either in class or by withdrawing pupils from lessons. Individual educational plans are written for all pupils at an early stage of the special needs register and contain relevant short-term targets linked to appropriate strategies. Plans are monitored appropriately.
64. The senior management team and the governing body support the positive leadership provided, by ensuring that this very important aspect of the work of the school is well organised and effectively monitored. Regular meetings are held between the special needs support teacher, the new 'trainee' special educational needs co-ordinator and senior management team to discuss developments and update the special needs register. Procedures are reviewed to clarify issues and expedite the transfer of information.
65. Detailed, purposeful records of progress are maintained, reviewed and monitored on a regular basis. Pupils' special educational needs are recognised as early as possible and strategies are tried and reviewed. The special educational needs support teacher provides support and advice whenever required. Regular liaison between feeder schools is effective in ensuring continuity at the age of transfer. Resources, particularly information communication technology, are good, accessible and effectively support pupils' on the special educational needs register.
66. When all permanent staff are present, the school has an appropriate range of qualified and experienced teachers. Pupils gain considerable benefit from the specialist teaching in music, physical education and design and technology. The systems for performance management are being well developed. Teachers maintain a professional learning log which contains their annual targets, details of the courses attended and a summary of observations on their work. Regular interviews take place between the headteacher and teachers and non-teaching staff to set targets and review their professional development. Since the last inspection there has been a major increase in the number of classroom assistants. This has widened the range of support available and allowed for flexibility in the deployment of learning assistants. Non-teaching members of staff ensure that the clerical, cleaning and midday supervisory duties are carried out very efficiently on a day to day basis.
67. The school makes good use of good quality accommodation and the facilities are good. The school is maintained to a high standard both internally and externally. The facilities

for children at the Foundation Stage are very good and well used to provide a wide range of learning experiences. The main hall is spacious and well used for physical education, assemblies, music and meal-times. Outdoor facilities are very good and used well to provide facilities for physical education, environmental studies and pupils' recreation time. Resources are generally satisfactory in all subjects and good in information and communication technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to maintain and improve the good standards in the school, the governors, headteacher and staff should:

- establish formal systems by which teachers assess and record pupils' progress in the course of the year with particular regard to:
 - evaluating the effectiveness of teaching;
 - measuring how well higher ability pupils are developing;
(Paragraphs 3, 24, 50-51, 59, 101, 105, 109, 113, 116, 120, 126, 131)
- improve the precision with which lessons are planned to identify the exact skills or knowledge to be acquired;
(Paragraphs 23, 126)
- ensure that the registers are maintained according to statutory requirements and data is analysed accurately.
(Paragraphs 18, 48,)

69. The governors, headteacher and staff should also:

- ensure that the personal, social and health education programme in its development plan is fully implemented and its effectiveness reviewed;
(Paragraph 34)
- ensure that pupils excluded for a fixed term should receive a carefully structured programme to help them meet acceptable standards of behaviour on their return to school.
(Paragraphs 15, 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

43

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

14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	24	41	27	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	207
Number of full-time pupils eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	20
Number of pupils on the school's special educational needs register	3
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	9	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	92 (92)	92 (100)	96 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	92 (88)	96 (100)	96 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys or girls in the year group, the table omits totals for boys and girls.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	9	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	17	17	21
Percentage of pupils at NC level 4 or above	School	77 (80)	77 (80)	95 (70)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	17	16	18
Percentage of pupils at NC level 4 or above	School	77 (80)	76 (80)	86 (75)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys or girls in the year group, the table omits totals for boys and girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	205
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	27
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	195

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	342,505
Total expenditure	346,596
Expenditure per pupil	1,674
Balance brought forward from previous year	29,634
Balance carried forward to next year	25,543

Results of the survey of parents and carers

Questionnaire return rate 20.3%

Number of questionnaires sent out	207
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	43	47	10	0	0
Behaviour in the school is good.	31	55	7	0	7
My child gets the right amount of work to do at home.	24	59	17	0	0
The teaching is good.	43	50	7	0	0
I am kept well informed about how my child is getting on.	31	52	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	50	45	5	0	0
The school expects my child to work hard and achieve his or her best.	60	36	2	0	2
The school works closely with parents.	31	57	10	2	0
The school is well led and managed.	55	38	7	0	0
The school is helping my child become mature and responsible.	45	48	5	0	2
The school provides an interesting range of activities outside lessons.	31	55	5	7	2

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

AREAS OF LEARNING FOR THE FOUNDATION STAGE

70. The school makes good provision for the children in the Foundation Stage. Children are admitted each term to the reception class, where at present, they are taught alongside nine Year 1 pupils. Most of the children have previously attended the pre-school playgroup which takes place on the school premises. There is close liaison between the school and the playgroup leader and a programme of visits ensures that children make a smooth transfer. Children start school with differing standards of development, but many have above average levels of ability in language and number. This is confirmed by the careful assessments made of each child on entry to the reception class. Good teaching, well supported by the class assistant, ensures that the children make good progress towards the early learning goals. Most children attain the standards expected for each area of learning by the time they are five. Many exceed these standards in language and mathematical development because of well-focused teaching and stimulating learning activities. The high level of attention which children receive from adults, including parent volunteer helpers, contributes positively to these good standards. There is also good support for children with special educational needs which helps them to make progress well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

71. By the age of five, children make good progress in this area of development and most attain the early learning goals³. The teacher's calm and courteous manner towards the children is reflected in their own polite behaviour to each other and to adults. Children listen attentively to their teacher and behave well when playing and working together. They respond and join in promptly when the teacher claps to gain their attention. They take care with equipment and put things away neatly when reminded. Children are aware that they must consider the needs of others. They murmur delightedly at the spectacular display of bubbles when learning about wind movement because they know that shouting would disturb other classes. Behaviour is usually harmonious between children. They are pleased to share in each other's success. One child showed real pleasure at another's immense pride as he received his 'teddy award' in assembly for good work. Children begin to be aware that other cultures have different traditions when they try out the dragon costumes and musical instruments for Chinese New Year.

COMMUNICATION, LANGUAGE AND LITERACY

72. Most children reach the early learning goals by the age of five and many children exceed them. The teacher provides good opportunities for children to listen to adults and to each other. Children concentrate with rapt attention as the teacher reads the story of 'The Rainbow Fish'. The teacher's praise for children's accurate prediction of the story's setting and her use of suitable questions help to extend their answers about the fish's behaviour and the appearance of the cave.
73. Children know their letter sounds well. The effectiveness with which these are taught is evident in the ability of the older children to build up their own words. For example, they enjoy using the 'Mr Sh' puppet to make words ending with '-ash'. Younger children choose objects beginning with the sound and trace over the letters. Above average children combine initial and final letters with the illustration to read new words such as 'pointed'. One explained, 'It begins with p and ends with d and the hat is pointed'. Children practise forming letters correctly and try to write neatly. Many make good efforts

³ Early learning goals are the levels expected nationally of children aged five.

at writing simple sentences. Most children spell simple words correctly and attempt others well; for example, 'I eat mash ptatos'. Higher attainers write a story of several sentences correctly punctuated with capital letters and full stops.

74. Children are encouraged to describe and explain their ideas clearly in a whole class setting. However, there was little evidence of adults intervening in group activities to promote children's imaginative speech or to make more effective use of the 'seaside café' for this purpose.

MATHEMATICAL DEVELOPMENT

75. By the time they are five children meet the early learning goals and progress well. Good, well-focused activities enable most to exceed this standard. Children enjoy shared counting and number games at the beginning of a lesson. This gives them good practice in counting forwards and backwards and in twos, fives and tens. They especially like big numbers and are amazed that they counted to 174! The teacher uses suitable apparatus and games to help children extend their understanding of number. She prompts their thinking with well-targeted questions adapted to the ability levels of the children. Children applaud high dice scores as they step along the outdoor number line in the number race to 10. The teacher uses their familiarity with coloured number rods successfully to help children to recognise and remember numbers which add up to 10. A very enjoyable outdoor game involves children in copying the teacher's movements and to identify which are symmetrical. Matching games and computer programs develop children's skills in comparing two-dimensional and three-dimensional shapes. The higher attainers benefit from learning in groups alongside the Year 1 pupils. They give good examples of how they add numbers larger than 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

76. Children experience an interesting range of practical activities to develop an understanding about the world around them. By the time they are five most achieve the level expected for their age. Children learn about living things, observing closely the contrast between hamsters and small reptiles brought to school. They have very good opportunities to predict, investigate and describe their discoveries. For instance, following a video about how the wind moves objects, they experiment with windmills, sand wheels and bubble-blowing apparatus. All enjoy the effects they make and explain how the wind or the 'air in their mouth' moves the fan mechanisms.
77. Children watch carefully as Year 1 pupils test how well their designs move down a ramp. The teacher's very well directed questions prompt the children to suggest the reason for any problems. They use crates, blankets and the 'tunnel' on the grass to build a shelter of their own design. Children like taking Barnaby Bear, a soft toy, on holiday. His 'experiences' and photographs on location contribute to an interesting travel diary. This helps to build up the children's knowledge about contrasting places in the world.
78. A visit to Hornsea museum allowed children to learn about school and housework in the past. They dressed in Victorian clothes and compared early household appliances with those in their homes. An interesting discussion with the teacher's parents gave children good opportunities to compare seaside holidays now with those in the recent past.
79. Children competently use the mouse control to select items on the computer screen to practise skills learned in English and mathematics. They learn about other cultures by examining important objects and symbols, such as the special candles for Hanukah celebrations.

PHYSICAL DEVELOPMENT

80. Children's well co-ordinated, confident movements show that all make good progress in developing their physical skills and most meet the early learning goals. This is because they have well-organised opportunities to move around safely both in the large hall and outside. They understand that their bodies need to warm up and cool down before and after physical activity. Their control of balls and rackets shows a good awareness of each and the space around them. Children enjoy throwing, rolling and dribbling a ball. Many can catch well. They work very co-operatively with a partner and some can direct a ball accurately to each other. Children learn fine motor control through a suitable variety of activities. They learn to use scissors safely when making models. Food preparation, such as jelly making, gives practice in using a fork and spoon to whisk or stir the mixture. Good use is made of the hard play area outside the classroom where some activities take place, although there is no specifically designated secure play area. The school is aware of the need to provide opportunities for children to extend their play using large play equipment in the classroom and outside.

CREATIVE DEVELOPMENT

81. Children achieve the early learning goals and make good progress, particularly in their exploration of different materials and textures. They select fabric, ribbons and wool to combine in attractive pieces of weaving. The class ceramic mural is the result of the teacher's effective collaboration with the design and technology specialist. After looking at bricks and tiles in the local church, children carefully moulded clay to produce their own patterned tiles. Seaside paintings and self-portraits show confident use of paint and mixing of colours. Following a bubble-blowing experiment they discover how to create patterns by taking prints from paint coloured bubbles.
82. Music and stories are often combined. Children sing tunefully and use percussion instruments to match simple rhythms. An interesting starting point for children's imaginative storytelling was a large African clay pot. This led them to write about all the animals who were put into 'The Biggest Pot in the World'. While there are suitable opportunities for children to develop their play imaginatively, such as in the 'Seaside Café', adults sometimes miss opportunities to extend the children's play and enrich their language skills.

ENGLISH

83. Pupils attain standards which are in line with those expected nationally at the ages of 7 and 11. Standards have been maintained at a satisfactory level since the last inspection. At the age of 11, pupils' results in national tests were in line with the national average in 2000 and they are similar in the current year. Since 1997, pupils' attainment has risen sharply and reflects improvements in teaching with the introduction of the National Literacy Strategy. At the age of 7, pupils' results in reading tests have been consistently just above the national average over the last four years and are at a similar level this year. Pupils' attainments in writing at the age of 7 have varied more widely but were in line with the national average in 2000 and are again at a similar level this year.
84. Pupils' attainments on entry in the Foundation Stage are often above expectations and they make good progress into Year 1. These pupils continue to progress at a satisfactory rate and achieve results which are often above national expectations at the ages of 7 and 11. However, the large number of pupils who join the school in Years 2 to 6 often have skills which are below expectations. These pupils progress well to achieve the nationally expected standards by the age of 11. The school's results in 2000 are in line with those achieved in similar schools at ages 7 and 11 and this reflects the good quality teaching observed during the inspection. Progress from class to class is often good, although the

amount of written work produced in Year 5 is significantly less in quantity and quality. This is particularly evident among higher ability pupils who are not challenged as well as they are in other classes. More able pupils write very well by the age of 11 and use a wide range of vocabulary very effectively in a number of different genres. Pupils with special educational needs are well identified throughout the school and receive a good level of support both in class, in withdrawal groups and in special 'booster classes'. As a result, their achievements are often good and they make good progress. Those pupils for whom English is an additional language receive helpful guidance to ensure that they understand and have access to word books to assist them. They make good progress by the age of 11. While there have been variations between the attainments of boys and girls in individual years, over the last four years there has been no significant difference in performance.

85. Pupils achieve satisfactory levels in speaking and listening. By the age of 7 they are good listeners and take turns in class discussions in an orderly fashion. They are confident about speaking to adults and in front of the class they are willing to ask questions and to describe their work. In a session where pupils asked visitors about life 50 years ago, pupils listened carefully and with interest. They spontaneously asked for more information and offered their own comments on things which they had seen and which were relevant to the discussion. By the age of 11, pupils are keen to talk and explain themselves at a satisfactory level. They give factual accounts of the work which they have covered in science and information and communication technology, but their use of technical terms is not well developed. They discuss the books which they like and describe the characters clearly, but only higher attaining pupils really develop their ideas with fluency. Pupils work together on creative writing assignments and design and technology projects. They exchange ideas willingly and respond to each other's suggestions. Teachers are conscious of the need to extend pupils' speaking and listening skills, but do not plan these in a sufficiently structured manner, especially at Key Stage 2. While there are many opportunities for pupils to ask questions and comment, teaching does not focus pupils' attention sufficiently on how they speak and the vocabulary they might use.
86. Pupils achieve levels in reading by the age of 7 which are in line with expectations. They read regularly in class and most pupils read to their parents at home. They acquire a good knowledge of letter sounds and apply these effectively in reading simple texts. Where pupils encounter new words, they sound out syllables and generally make accurate interpretations, using pictures and context to help them. Pupils show an enthusiasm for reading and know that non-fiction books provide them with factual information on subjects like history and geography. By the age of 11, pupils are used to finding information from the library and from reference books available in the class rooms. They know how to locate books on different subjects in the library and use indexes, contents and glossaries to help them in their research. Pupils are particularly adept at finding information from the Internet and are developing their skills in obtaining data from resources like CD-Roms. Most pupils have a positive attitude to reading for pleasure. They read from a range of books at different times. In guided reading sessions after lunch pupils are directed to improve their comprehension skills. They engage in useful discussions among themselves and with adults in a way which helps them read for meaning. The range of books which pupils take home to read is satisfactory overall and generally pitched at an appropriate level for them. In Year 4, pupils talked animatedly about their favourite authors and the sort of books which they prefer. However, in other classes some books are old fashioned in style and content and do not stimulate pupils' interest.
87. Pupils write for a variety of purposes throughout the school and achieve levels which are in line with expectations by the age of 7 and often above by the age of 11. Pupils in Year 1 write their own short sentences with accuracy. They write accurate observations in a

diary of how their beans are growing. They explore and chart the hidden pipes in a house and record their experiences of washing clothes by hand. In Year 2, pupils describe how to make a milkshake and evaluate their constructions in design and technology in simple but effective language. Pupils' printing of letters soon develops into properly sized and formed handwriting, but since much of their work is on unlined paper the direction is frequently awry. Year 3 pupils develop their understanding of how to structure a story and use 'writing frames' to guide them in using paragraphs. In Year 4, pupils plan their stories in more detail: setting the scene, building up tension, reaching a climax and proposing a resolution. They try writing in different genres such as science-fiction and nursery rhymes and achieve a good level of success. The amount of writing produced in Year 5 is much less than that produced in other years. While pupils develop their awareness of grammar and punctuation, opportunities to practice these skills are considerably less. In Year 6, pupils write play-scripts, extended stories and newspaper accounts. Much of the writing is of a high standard and uses language forcefully. Pupils have a very good understanding of the importance of using adjectives, adverbs and choosing the right verb to describe actions. They consult dictionaries, thesauruses and word banks before completing a final draft of their writing and benefit from frequently working on computers. In lessons, it is heartening to see that they spend considerable time reflecting and planning before putting pen to paper. They develop characters which they build into their stories searching for and discussing the right words to define them. Pupils fulminate against baked beans, mushrooms and TV presenters with heart-felt disgust. They describe the qualities they like in friends and argue for and against the use of alcohol and other substances. Higher attaining pupils write 8-10 page stories which are well paragraphed and punctuated and which hold the reader's interest throughout. Some imaginative writing is captivating, as for example, 'The stars heaped a pinch of magic sleep dust and grinning, cupped their pointed hands and tip-toed through the cloudless sky.'

88. Teaching is good at both key stages. Teachers plan lessons carefully and link their teaching objectives closely to the National Literacy Strategy. They share these lesson objectives with pupils. In writing, they set individual targets for pupils which are very effective in focusing their attention on improving their work. Teachers maintain a careful check on pupils' progress in reading and writing. They record what pupils are reading and measure their skill levels to check how they improve. As a result, reading levels in the school are in line with expectations and pupils generally make good progress. Teachers are using a number of strategies to extend pupils' writing skills which are having a positive impact even if standards are not rising as rapidly as might be expected. At both key stages, pupils produce good descriptive writing and poetry. Teachers regularly produce compilations of pupils' work in attractively bound volumes which are well displayed. At Key Stage 1, pupils write poems under the title, 'Dogs jump anywhere'; at Key Stage 2, they write 'Rainy day' poetry and stories on common themes like escapes or science fiction. Teachers give pupils helpful guidance on how to write sentences and stories and these are helping pupils to use well-structured English. In most classes, teachers develop pupils' skills through setting them writing tasks in other subjects. They ask pupils to write evaluations of their design and technology projects, to describe places of historical interest and to record science experiments. This is an area which is not always fully developed in some classes, such as Year 5, and which is not structured to focus pupils' attention on new vocabulary. In the same way, while teachers hold useful discussion sessions in which pupils talk about their work, they do not specify the new words they want pupils to learn and use. The subject is generally well managed yet the limited amount of progress in Year 5 has not been properly addressed. Resources are satisfactory and improving as the school completes its programme of increasing non-fiction books in the library and new reading books. One area in which the school has made important strides recently is in equipping classes with computers which are put to very good use in English work.

MATHEMATICS

89. Pupils attain levels which are in line with the nationally expected standards at both 7 and 11 years of age. This maintains the standards seen in the previous inspection. In tests at age 7, pupils' results were above the national average in 2000 and in line with the level achieved in similar schools. In tests at age 11, pupils achieved results in 2000 which were in line with both the national average and those achieved in similar schools.
90. Current pupils in Years 2 and 6 achieve standards which are in line with the national average. These reflect the attainment levels of these pupils on entry and indicate that Year 2 pupils are progressing satisfactorily and those in Year 6 have progressed well. Pupils with special educational needs attain standards consistent with their previous attainment. Pupils for whom English is an additional language progress well and are given support to ensure they understand unfamiliar vocabulary. Girls and boys achieve results which are in line with the national average for their gender groups. Pupils acquire a good knowledge across all aspects of the subject.
91. Across Key Stage 1 pupils' overall achievement is good. By the age of 7 almost all pupils recall basic number facts and use simple methods correctly to improve their numeracy skills. They develop an understanding of large numbers and undertake successfully a range of calculations including doubling and halving. Most have a sound knowledge of place value to 1000 and more able pupils can solve problems to 1000. Teachers expect pupils to explain how they find answers to mental arithmetic problems and this develops their mathematical understanding. In a Year 1 lesson pupils built on their knowledge of shapes. They investigated whether shapes such as hexagons, circles, squares and triangles would fit together without leaving spaces. Pupils in Year 2 increased their knowledge of two- and three-dimensional shapes and described their properties correctly, drawing symmetrical patterns. They used expressions like half and quarter correctly. Pupils improve the accuracy of their measurements when they estimate, measure and compare using standard units of measurements. For instance, in a Year 2 lesson, pupils estimated the weight of vegetables against a 100 gram weight. Higher attaining pupils measured more accurately to the nearest gram. All pupils showed a growing awareness that the size of an object will affect its weight. Pupils with special educational needs knew which of two or more items was heaviest. They used their knowledge of number and money appropriately in simple shopping activities. By the age of 7, pupils have a very good knowledge of odd and even numbers. Higher ability pupils work confidently with numbers to 1,000. They use a range of fractions and tabulate information from which they construct and label block graphs carefully.
92. In both key stages, mental arithmetic skills are good as a result of effective teaching in the mental arithmetic session of the numeracy hour. Teachers pitch questions at the right level to challenge pupils' thinking and maintain brisk pace. Pupils listen well and are eager to answer. Pupils at Key Stage 2 improve their skills in mental methods and explain with increasing precision how they have arrived at their answers. In Year 3, pupils build on their knowledge of solving number puzzles and complete number chains successfully. Pupils develop their understanding of written calculations and work successfully with decimal numbers. For instance, in Year 4, more able pupils extended their understanding of decimal places during an activity game and then devised one of their own. Year 5 pupils have a good understanding of how to calculate the perimeter of irregular shapes both through mental computation and pencil and paper calculations. However, there were insufficient opportunities to extend the learning of more able pupils in this activity. Pupils estimate and measure perimeters and areas of simple shapes appropriately.
93. By the age of 11, pupils work with fractions and decimals, converting one to the other correctly. They round numbers up and down accurately and use their skills to predict the

likely outcomes of their calculations. Higher attaining pupils apply their knowledge of number operations effectively to solve complex problems through mathematical investigation. All pupils, including those with special educational needs, are given the opportunity to conduct investigations to explore numbers. They find patterns in number squares successfully and occasionally identify the formula used in the pattern. They work with negative numbers and recognise inverse operations. They operate successfully with large numbers, calculate percentages accurately and interpret graphs well. They have a good understanding of three-dimensional shapes and explore rotational symmetry.

94. Pupils' mathematical skills are employed successfully in other areas of the curriculum, and this helps to develop and extend their understanding. For instance, in science and geography, pupils compile charts and graphs of information gathered. They make good use of information and communication technology to record data on spreadsheets, particularly in Years 4 and 6. In Year 1, pupils collect information on birthdays, pets and crisp flavours and produce graphs to show the results of their surveys. In addition, pupils make good use of computer programs to practise their tables, calculations and logical thinking. Computers are used frequently and effectively in most lessons to extend and consolidate learning. Pupils' recordings and written explanations of their findings offer useful opportunities for them to develop their literacy skills.
95. During the inspection the quality of teaching was never less than satisfactory and frequently very good. Very good teaching is linked to teachers' planning, high expectations and their understanding of and effective implementation of the National Numeracy Strategy. Teachers invariably share the purpose of the lesson with pupils and use a good range of resources such as overhead projectors or individual white boards to make the tasks more interesting. All pupils, including those with special educational needs, have positive attitudes and are keen to succeed. They enjoy lessons and are keen to solve problems, particularly during investigations. Most pupils' behaviour in the classroom is good, which has a positive impact on their attainment. Teachers give clear explanations and demonstrations and set appropriate targets for the completion of work. Plenary sessions are usually used well to consolidate pupils' understanding. Good use is made of teaching assistants to support pupils with special educational needs. In the best lessons, learning is very effective because pupils are well motivated and challenged by the tasks teachers prepare and the pace of lessons is brisk. A range of attractive mathematical awards has been introduced to motivate and reward effort and performance. Information and communication technology is used very effectively to support and extend pupils' learning. Pupils are assessed regularly and the current targets for mathematics are appropriately challenging. The process of setting individual targets for pupils is in the early stages of implementation, but is appropriately identified in the subject's development plan.

SCIENCE

96. Pupils attain levels which are in line with those expected nationally at both 7 and 11 years of age and make good progress. Results in the national tests for 11 year olds in 2000 were in line with the national average. Standards for 11 year olds have been maintained since the last inspection. In 2000, teacher assessments of 7 year olds showed that standards were above the national average and this represents an improvement since the last inspection. The school has introduced better curriculum guidelines for teachers. This has had a positive effect on the quality of teaching and pupils' attainment.
97. Inspection judgements are based on observations of two lessons at Key Stage 1 and one lesson at Key Stage 2. These are augmented by discussion with pupils and an examination of their work. Inspection evidence shows that standards are average by the age of 7, lower than the teacher assessments for 2000, but closer to assessments made this year. At age 11, current pupils attain levels in line with national expectations. When

compared with similar schools, standards are average. However, over the past few years, results show a good level of improvement from a low starting point. The introduction of a monthly revision cycle for Year 6 pupils helps to consolidate understanding and contributes positively to results. Pupils achieve well, including those with special educational needs. They have made good progress in their learning throughout the school. Although there is no significant difference in their achievements, boys score slightly higher than girls in the national tests and in one lesson boys took the controlling role in measuring results when they were working in boy/girl pairs.

98. By the end of Year 2, pupils carry out simple practical investigations and record their results in a suitable variety of ways. Usually working in pairs, pupils co-operate well when discussing findings and sharing materials. Pupils concentrated steadily as they used batteries, wires and a bulb to test their predictions of which electrical circuit diagrams would work. A pupil gave a good simple explanation of a circuit when he said that it needs to join together like a circle. Higher attaining pupils describe how they try to make a switch which will work by breaking the circuit. Pupils apply skills learned in other subjects to their science activities. In a Year 1 lesson, pupils cut along lines they had carefully drawn with a ruler, before folding the card for their windmill experiments. One group identified on a picture, objects moved by the wind.
99. In Years 3 to 6, pupils' neatly presented written work shows that their learning is firmly based on practical experience. Teachers' thorough planning of learning activities now shows a good balance of each aspect of the science curriculum. Work seen includes a study of the effects of exercise, the characteristics of oxygen and carbon dioxide and how different forces move objects. During a discussion with pupils in Year 6, they described how materials could be changed by heating or freezing. They remember how to separate a mixture of solids and liquids, correctly using the terms 'dissolve' and 'solution'. Pupils' clear recording of experiments shows that they are taught the need to express method and technique precisely and to ensure that they conduct a fair test. Pupils communicate their findings accurately in a suitable variety of ways, such as description, lists, bar charts and diagrams. After exercising to observe how breathing is affected, they draw graphs to illustrate the decline of the pulse rate when resting. Higher attaining pupils write well-punctuated descriptions in a clear logical style. They observe relevant details using appropriate terminology and in correct sequence. Pupils have opportunities to develop research skills satisfactorily by using the Internet as well as books from the library.
100. Pupils are interested and concentrate well on their science investigations. In a well planned and prepared lesson, pupils compared the strength of different magnets. The teacher's appropriate questions reminded pupils of earlier learning and introduced new vocabulary to express 'push' and 'pull'. Two pupils used giant magnets effectively to demonstrate how opposite poles 'attract' and like poles 'repel'. The teacher usefully drew attention to one pupil's improvement to the suggested means of comparison. Although each group successfully changed the ruler from a vertical to a horizontal position, the boys took the more active role of controlling the magnet, while the girls held the ruler. More precise guidance to class assistants would ensure that their groups clearly understand instructions. Pupils who speak English as an additional language do not always recognise the exact focus of an explanation. Those with special educational needs receive help with writing about their work. They would still benefit from being offered a wider variety of suitable ways to express their findings.
101. The quality of teaching is satisfactory. Teachers' consistent focus on appropriate methods and vocabulary helps pupils to develop correct patterns of working. Well-resourced and thoroughly prepared lessons result in satisfactory learning in most classes. Teachers have a secure knowledge of the subject. Their well-focused questions and organisation of interesting activities encourages pupils' good attitudes to learning. However, some pupils' learning has been disrupted because of staff absences due to ill

health. This has resulted in a slowing down of progress and lower standards in Year 5 where the amount of work covered is significantly lower than in other classes. Although the co-ordinator is currently absent, teachers are committed to improving standards within their own classes. However, the monitoring of pupils' progress has suffered in Year 5. Annual assessment of standards is recorded in individual pupil portfolios, but the recording and checking of pupils' attainments is not regularly carried out on a more frequent basis.

ART AND DESIGN

102. Standards of attainment are above those normally expected for pupils at ages 7 and 11 years. Standards are similar to those at the time of the last inspection and pupils continue to make good progress. Pupils achieve good levels, including those with special educational needs and those for whom English is an additional language. They achieve particularly well in three-dimensional work where they benefit from the expertise and guidance of the part-time ceramics specialist. Only two lessons were observed during the inspection. However, ample evidence was gathered from photographs, stimulating displays of work and discussion with pupils.
103. By the end of Year 2, pupils use a good range of materials and techniques to represent things they have observed. Their work includes interesting detail on self-portraits, which show a confident use of carefully mixed colours. This close observation has been extended into a study of pattern in the school environment. Pupils use pencil lines and shading effectively to convey the shapes and patterns around them. They were totally absorbed as they translated the resulting designs into three-dimensional clay tiles. Reminders about its drying qualities helped pupils to work quickly as they rolled and pinched the clay into shape. The attractive finished products show how tools have been carefully used to cut patterns before using slip to attach shapes to the base.
104. Pupils' enthusiasm and pride in their work continue as they progress through the school. They have increased their range of techniques by the end of Year 6 and are beginning to use sketchbooks to record ideas. These are effectively used for reference in a lesson exploring 'arches' as a design theme. Pupils choose from a range of paints and inks to produce a textured finish in their repeat patterns. Some pupils select colours and develop appropriate repeating shapes using the computer. A useful discussion allows pupils to compare results and explain how they have achieved certain effects. Last year's African focus provided excellent opportunities for imagination and skills to be applied through art. Visitors shared their collections and their skills in workshops with pupils. This led to some detailed still life drawings of unusual artefacts and colourful fabric printing inspired by African materials. The effective display of pupils' work as a large scale co-operative effort helps to increase their sense of confidence and achievement.
105. As few lessons were seen it is not possible to judge the quality of teaching. However, a study of pupils' work shows that teachers have a high degree of interest and enthusiasm and strong expertise in ceramics. Lessons are clearly prepared in detail and suitable resources made available for pupils to choose from. This leads to good behaviour and a strong motivation to learn. The good links between art, music and design and technology obviously benefit pupils' learning in each subject. Teaching covers all aspects of the subject, but there is not enough emphasis on extending pupils' knowledge of artists. Pupils name the work of Picasso and Van Gogh and the library holds a small collection of art books. Assessment procedures are not sufficiently developed to enable teachers to monitor pupils' progress.

DESIGN AND TECHNOLOGY

106. The standards at 7 and 11 years are above those found in most schools. This shows an improvement in standards since the previous inspection. Although only one lesson was observed during the inspection, pupils' work and a portfolio of photographs indicate that most pupils achieve well in the development of their designing and making skills. Pupils with special educational needs and those with English as an additional language make good progress.
107. By the time they are 7 pupils understand the need to plan what they are making and to consider how things will be made. They learn to choose suitable materials and tools for their products and of the need for sensible hygiene and safety rules. Pupils design and make labels from greaseproof paper to wrap the butter they have made. Their wheeled models are strongly built from cartons joined with glue. Pupils carefully cover them with paper to give a smooth finish and decorate their models with paint and text. In Year 1, pupils labelled them 'Fire Engine' and 'Beer Lorry'. Pupils use simple devices to make moving parts, such as rod axles to hold wheels and split pins to move a paper teddy's arms. After testing or tasting their products, pupils explain how they might improve on the design.
108. By the age of 11, pupils have developed a good understanding of each stage of the designing and making process. Individual folders comprehensively record each step of a project. These include design, choice of tools and materials and stages of construction. This style of writing offers pupils the opportunity to express ideas briefly and concisely. Pupils also carry out evaluations of their work at the end of their assignments. A very good range of interesting projects motivates pupils well and produces some exciting work. Much of this is linked with last year's African theme. After studying an array of African artefacts pupils designed and constructed their own examples of jewellery and wooden musical instruments. Their beautiful padded, stitched and beaded brooches show an observant study of style and materials. Pupils undertake suitable tasks to understand how mechanisms work. The teacher used a pupil's explanation and demonstration of an enormous model of a crane to illustrate effectively the use of gears and pulleys. This led to their studying a relevant range of household tools to discover how the direction of a gear's input affects its output. Pupils' interest is reflected in their good behaviour and level of application.
109. There is insufficient evidence to make an overall judgement on the quality of teaching in lessons. An abundance of pupils' work, however, shows that pupils' learning is good. This is due to the co-ordinator's very good subject knowledge and an interesting, well-balanced curriculum. Lessons are planned to make suitable links with other subjects, particularly information and communication technology and art. The school's introduction of work with mouldable materials into the curriculum enables pupils to transfer these skills effectively to their three-dimensional artwork. The school recognises a need for more detailed assessment and recording of pupils' progress. At present recording is brief, but supported by a portfolio of examples of pupils' work.

GEOGRAPHY

110. Pupils achieve satisfactory standards in geography at the ages of both 7 and 11. Since the last inspection the policy document and schemes of work have been revised to reflect the developments of Curriculum 2000 and guidance from the Qualifications and Curriculum Authority. Possible links with literacy, numeracy and information and communication technology have been identified. Teachers throughout the school now put a greater emphasis on fieldwork and the development of skills.
111. At Key Stage 1, pupils make satisfactory progress. They are beginning to understand the relationship between distance and time taken to travel to school, the differing journeys they have and the features they observe. They begin to develop maps of their journeys

and describe characteristics of the area. At age 7 pupils show an understanding of features in a range of environments and compare climate and features with those in other locations such as the seaside. In Year 1, pupils identify natural and man-made features in the seaside environment and enthusiastically produce an 'amazing dictionary' of the geographical words they have learned. In Year 2, pupils learn about their own community and develop an increasing awareness of their surroundings and compare them to those on the imaginary Scottish Isle of Struay. They learn how an island is different from the mainland. They develop their geographical skills when they plan routes to school. They design a room for Barnaby Bear. Pupils across both key stages have 'adopted' Barnaby Bear taking him on holiday and trips with them, sending the appropriate postcard and bringing back photographs for the ever-growing display. Interest in his adventures is very high and Barnaby Bear is a very well travelled teddy bear! Pupils' attainment is appropriately linked to their acquisition of skills in literacy. Higher attaining and average groups make satisfactory progress and by the end of the key stage their skills in reading, writing, speaking and listening help them to achieve levels in line with expectations for their age. The presentation of their work is good. Lower attaining groups, including those with special needs, make good progress in relation to earlier attainment.

112. In Key Stage 2, pupils make satisfactory progress in learning new skills, developing their ideas and using technical vocabulary. Teachers remind pupils of their language and literacy targets when completing work in geography books, improving the clarity and presentation of their written work. By the age of 11, pupils read maps correctly and compare and contrast their environment with a location such as India or the mountains. They have a good understanding of physical features and are aware of how rivers and mountains change the landscape and the way of life of the people that live near them. In Year 6 they investigate how tourism affects a mountain environment and use spreadsheets to present their findings. They have a good knowledge of countries and communities in Europe and other parts of the world. They show an understanding of natural physical processes such as flooding and how other natural phenomena affect the environment. They show a growing awareness of the influence of human beings on the environment and understand that people have different points of view on environmental issues. For instance, in Year 4 they investigate the affects of noise pollution and produce graphs to illustrate their findings. In Year 5, pupils conduct a traffic survey on the busy Leconfield main road and consider if the road should be closed to traffic. However, opportunities to develop role-play and the debating aspect of argument are not explored fully. Pupils use their good levels of literacy skills to research independently using a range of sources such as books, CD-Roms and the Internet.
113. The quality of teaching is at least satisfactory with some examples of good or very good teaching across both key stages. This has a positive impact on pupils' learning, including those with special educational needs and those with English as an additional language. Teachers manage their children well, plan effectively, have sound subject knowledge and use time, support staff and resources well to support pupils' learning. In both key stages, links are made between geography and other subjects such as history, maths and science. For instance, in a Year 6 lesson good use was made of spreadsheets to produce data when comparing mountain areas in the Himalayas. The standard of work presented by most pupils is good. A good range of resources is available and has been well organised by the co-ordinator. Assessment in the subject is currently underdeveloped. The use of information and communication technology is a strength of the subject and effectively extends pupils' learning.

HISTORY

114. Pupils' attainment is in line with national expectations by the ages of 7 and 11. Standards have been maintained since the last inspection. Pupils have a good idea of elementary

chronology by the age of 7 as a result of studying the way people lived 50 and 100 years ago. By the age of 11, pupils have an insight into the different sources of evidence and have looked at the range of topics expected in the National Curriculum. Only two lessons took place and were observed during the inspection, both of which took place at Key Stage 1, where teaching was of a good quality. Teaching is clearly effective at Key Stage 2, but could not be observed and hence, there is no judgement.

115. By the age of 7, pupils have a good understanding that life and conditions for their parents and grand parents were very different. Pupils in both Years 1 and 2 have spent a day at Bridlington and looked at the sort of things people did on visits to the seaside in 1950 and 1900. They have visited Bridlington and Hornsea Museums and seen artefacts and photos which have brought past events alive for them. They have also had the opportunity to talk to visitors who have given them first hand accounts of what life was like 50 years ago. As a result, pupils describe how they can obtain information by looking at photos, talking to 'old folk' and visiting museums. They appreciate that books and buildings can also help to build a picture of the past. In questioning visitors, pupils learn that there was less traffic and more use of trains for travel. They understand that there was less leisure time and less affluence when their grandparents were young. Teaching is very good and makes excellent use of a range of activities and resources. In visiting Hornsea Museum, pupils dressed up in Victorian costume and experienced some of the household chores which had to be done by hand. They met the awesome Museum 'school mistress' who made them sit very still and write on slates. They have hand-washed and ironed clothes themselves and checked on the different fabrics used 100 and 50 years ago. Teachers miss few opportunities to develop pupils' literacy skills in their work on history. Younger pupils discuss, write and read their questions for visitors. Older pupils extend their writing skills by describing their visits and in their study of Pepys' Diary they practise writing their own diary entries. Pupils take a great interest in their studies because the past has been made so real to them. They have a very clear impression of how life was then and how it has changed. At the same time, they appreciate that some things like 'Punch and Judy' shows and seaside rock have remained essentially unchanged.
116. By Year 6, pupils have acquired a good factual knowledge of British, world and local history through a rolling programme of topics. Teaching follows the government guidelines and introduces pupils to a satisfactory range of skills. Pupils know where to go for information and combine descriptions which they read in books with data downloaded from the Internet. They make good use of pictures and maps in looking at world exploration in Tudor times. They identify some of the causes of bias in the way people may have misrepresented things in the past. In discussing Henry VIII, they know that some people did not like his religious reforms and therefore did not describe him favourably. They understand the differences between the mythology, cultures and beliefs of Ancient Egypt and Greece. They know the importance of archaeology in telling us about these societies. They use their writing skills in creating 'first-hand accounts' from explorers and draw on mathematical skills in constructing date-lines for key events. Pupils have a good understanding of how people lived in Roman and Tudor times and the problems which they faced. Teaching makes good use of local resources for studying the town of Beverley as well as the Roman and Viking remains at York to help pupils understand the historical events which have occurred locally. The joint co-ordinators are effectively developing the implementation of the new scheme of work in conjunction with teachers. They have brought together a good range of resources with the aid of the local library service. They are building up reference material in both book and information and communication technology. This is helping pupils develop researching skills. While teachers note pupils' interests and knowledge there is no formal system for assessing and recording pupils' skills, which would help monitor their progress and the effectiveness of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Pupils attain standards which are above expectations by the ages of 7 and 11. Pupils are achieving levels which are significantly higher than those observed at the last inspection. In nearly all classes there are computers available for pupils which are widely used across many subjects. In Year 6, pupils benefit from using 10 desktop computers in their class all of which are used regularly to enable them to develop a high level of confidence and skills.
118. By the age of 7, pupils use the keyboard and mouse with a good understanding of how to control and make the best of the software presented to them. Pupils in Year 1 take turns with programs in mathematics, answering number problems and creating patterns. They use a simple program in which they dress a teddy and arrange items in a room. In this way they acquire skills of selecting processes and giving commands to the computer. In Years 1 and 2, pupils use information and communication technology for communications and graphic work. They create invitations with illustrations and a variety of fonts as well as writing short items with simple word-processing packages. They develop mathematical skills in drawing pictures, extending their knowledge of tessellation and symmetry. In addition, they use computers to create databases and produce graphs to display their findings. All pupils make valuable use of good programs which develop their understanding of letter sounds and spelling which are especially useful for those with special educational needs. Pupils use a floor based programmable robot to learn the basic principles of control technology. They understand why computers are helpful in everyday life and are beginning to identify where they can assist them in their learning and communications. Pupils have access to the Internet and use CD-Roms as sources of information in history and geography.
119. By the age of 11, pupils have built up an extensive portfolio of work completed on computer. This largely reflects work carried out in Year 6, but pupils also make good progress in Years 3 and 4 where an increasing range of tasks are set for pupils to develop their knowledge and skills. Pupils in Year 3 use computers in mathematics to complete a number chain, to test themselves in table and to construct a bar chart on their likes and dislikes. In Year 4, pupils write extensively on computers and develop good skills at selecting fonts and making their presentations visually exciting. They also use software for making pictures and designing arches for display. The quantity of work in Year 5 is significantly less than in other years and indicates that progress is disappointing in this year. Pupils use information and communication technology for research and for writing, but refer to the fact that opportunities for using computers are limited. By contrast pupils in Year 6 make extensive use of information and communication technology in nearly every activity. All pupils take turns in word-processing stories and articles and comment that this facilitates the re-drafting of their work. They select font styles and sizes and individualise their work with different headings. They use spreadsheets to compile and compare data on the effects of tourism in an area. Pupils have a very good command of how to present data in graphs in order to have the maximum impact on the reader. Higher ability boffins are developing visual presentations with the aid of digital cameras and video clips in very sophisticated work. Some pupils have achieved an advanced level of computer literacy and are able to help other pupils and even staff in solving problems and achieving desired effects. Pupils use computers for a range of research activities such as book reviews which they are compiling themselves, CD-Roms in science, geography and history and the Internet for information on anything. They are developing their skills in emailing and use software for modelling and simulations.
120. The quality of teaching is good throughout nearly all classes of the school and teachers' knowledge and understanding are of a high order. The staff will undergo the nationally funded training as from September 2001 and they have identified the areas which they want to develop on an individual basis. Teaching is particularly successful at giving

pupils a wide range of opportunities to practise their skills. In writing, mathematics, graphic design, data handling and research, pupils are developing a good insight into where information and communication technology can help them most effectively. As a result, pupils are learning to type at quite good speeds, know how to input data efficiently and search the Internet with confidence and success. Teachers have recognised the importance of having as many computers as possible in each class. The school has taken full advantage of one of the governor's generosity in time and contacts to acquire and install a range of similar equipment which is being well used as a learning resource. The programme of study covers all areas well except control technology for older pupils and this the school recognises and is planning to address. Assessment of pupils' developing skill is being carried out informally, but is also noted as an area for improvement.

MUSIC

121. Standards of attainment are similar to those expected for pupils at 7 and 11 years of age. This represents good achievement for most pupils, including those with special educational needs and those whose home language is not English. Standards have been maintained since the previous inspection. One class lesson was observed, but the very good use of audio and video recording of pupils' musical achievements means that there is plenty of evidence. These, together with listening to singing and instrumental playing in assembly, choir and orchestra practice, show that a wide and interesting curriculum is offered.
122. By the end of Year 2, pupils sing tunefully a selection of songs with or without accompaniment. They remember the words and fit them well to the hymns they sing in assembly. Pupils think of 'sound words' that suggest the seaside, such as 'splash' and 'crunch'. They enjoy using their voices and percussion instruments to improvise sea sounds. Listening to ascending and descending notes on chime bars helps pupils to identify differences in pitch. Most accurately match a series of clapping rhythms in response to patterns heard.
123. By the end of Year 6, pupils have improved their singing skills and furthered their experience of creating their own music. The school provides good opportunities for pupils to link learning in music with other areas of the curriculum. An exciting programme of musical workshops presented by visiting performers gave pupils and parents alike a fascinating insight into African and Japanese music. Pupils simultaneously practised different rhythms on a variety of African drums and were thrilled with the resulting sound. They enjoyed using voices and movement in time with the contrasting dramatic Japanese drumming techniques. Further occasions, such as morning assembly, allow pupils to perform music from different cultures, such as the Jewish melody, 'Haida, haida'. Recorder and flute groups accompany pupils' singing very competently for hymn singing. A larger ensemble very ably supported the choir's clear singing in their 'Stars, hide your fire' production.
124. Insufficient observations mean that it is not possible to judge the quality of teaching in lessons. Interesting learning opportunities are provided, however. Choir, recorder groups and an orchestra are organised out of lesson time for those pupils wishing to develop their performing ability. They are well supported by interested members of staff, who offer valuable help to the music co-ordinator. Visiting violin, brass and woodwind tutors teach interested pupils, who work hard in orchestra practice.
125. As reported at the time of the last inspection, the focus is still firmly on making music. This good work now needs to be extended by building up pupils' knowledge of music and composers. A discussion with Year 6 pupils shows a low level of awareness in this regard. Although they have studied planets in science, they do not know of Holst's

'Planet Suite'. Pupils could not identify a recording of Mendelssohn's 'Hebrides Overture' playing each morning in assembly.

126. Management of the subject is satisfactory. The enthusiastic co-ordinator monitors lesson plans and offers advice and support to teachers in planning suitable teaching methods. The main priority is the development of the scheme of work by linking suitable skills and themes so that each year group is appropriately challenged. Assessment of pupils' learning now needs to be developed in more informative detail, so that achievements can be progressively built upon.

PHYSICAL EDUCATION

127. Pupils attain standards which are in line with expectations at the ages of 7 and 11. They take full advantage of the many sporting activities which the school offers them in class and in extra-curricular activities. They respond with enthusiasm to the instruction which they receive. The school has identified that pupils benefit from the specialist training by outsiders and has set up a good programme in which visiting teachers give pupils good quality instruction in hockey, rugby and cricket. However, the quality of instruction which teachers give their classes is not always of the same high standard and, as a result, pupils do not always develop specific skills as rapidly as they should. Overall, however, standards have improved since last inspection.
128. All pupils follow instructions carefully in games sessions and enjoy the opportunities to take exercise. In Year 1, pupils follow instructions carefully in games sessions when they are given well planned and precise targets to help them improve their skills. In passing balls from hand to hand and in striking balls with a bat, pupils respond sensibly to instruction and work thoughtfully at the task asked of them. Where instruction does not focus pupils' attention on specific areas for improvement, the rate of learning is not always satisfactory. Pupils do not develop an insight into how they can get better. Pupils in Year 2 attended well to instruction in dance. The teacher made very good use of taped instruction and added her own guidance to ensure pupils understood. She took care to select pupils who performed well to act as models so that others could understand and try to imitate good models of movement and posture. Pupils were imaginative in striking different positions on imaginary surfboards. Other pupils commented helpfully on why these were good and how they could be improved.
129. Pupils at Key Stage 2 were observed receiving games and athletics instruction. Where outside staff were employed, they brought a good level of subject knowledge and skills which pupils found stimulating. In rugby practice in Year 4, pupils showed a good level of skill in passing, dodging and finding space. Pupils maintained a concentrated effort and developed their stamina in very hot conditions. In a hockey practice in Year 5, pupils demonstrated a sound level of skills. Many understood and practised the techniques of passing, dribbling and of avoiding opponents. In Year 6, pupils understood the principles of playing rounders and most worked effectively in developing their catching and throwing skills. Some pupils demonstrated a high degree of accuracy and work hard to use these in group activities. All pupils took part with enthusiasm and benefited from sessions which developed their stamina and agility.
130. The quality of teaching is sound at both key stages, although there are shortcomings in the planning and focus of a significant proportion of lessons. The school brings in specialist instruction from local sources to stimulate pupils' learning in games skills. This is highly effective and helps pupils to observe both male and female role models practising sport at a good level as well as providing expert tuition. There are several after-school sports clubs in which both teachers and outside instructors give pupils further games coaching and organise inter-school matches. The quality of dance instruction is good and makes extensive use of taped material which extends pupils' understanding of

different styles of music. Where teaching is unsatisfactory, lesson plans do not specify the exact skills which pupils are to develop. As a result, pupils' energy and attention are not focused on extending their knowledge and achievements. In a lesson on jumping, pupils ran vigorously in all directions, but did not concentrate on the techniques required for taking off and landing safely. In another lesson for older pupils to practise the techniques of hop and skip for the triple jump, teaching did not set out the context nor explain the exact judges to be overcome. As a result, many pupils did not make sufficient progress during the lesson, although they approached the tasks with energy.

131. Teaching covers all the required areas of the National Curriculum, including instruction in swimming. The school has developed a satisfactory scheme of work based on the recently published government guidelines. Although the co-ordinator monitors planning, there has not been any opportunity to observe teaching recently. The skills of the regular teachers are satisfactory, but plans for temporary staff are not prepared nor checked in sufficient detail. Teachers observe how pupils progress in the subject and record their observations in notes. However, they do not assess pupils' skills against clear criteria and record how they develop.

RELIGIOUS EDUCATION

132. During the week of the inspection only two lessons of religious education were observed: one in Year 5 and one in Year 3. Discussions with the teachers and pupils and an analysis of work provide additional evidence of the standards being achieved. Although standards remain satisfactory, the subject has benefited from the introduction of the updated local education authority syllabus and the judicious addition of resources to support teaching and learning.
133. By the ages of 7 and 11, standards of attainment are in line with those expected by the requirements of the locally agreed syllabus and pupils make good progress. Both religious education lessons and assemblies make a sound contribution to pupils' spiritual, moral and social education. Good work has been achieved in further developing the policy and scheme of work. The subject is linked to other areas of the curriculum, particularly geography and now provides a clear sequence to learning for all.
134. Younger pupils develop awareness and appreciation of objects and people that are special to them in their own lives and transfer these attitudes towards artefacts related to religion. In Year 1, pupils make Christmas cards and cards celebrating Baptism developing their knowledge of Christian celebrations. They talk about their behaviour, how they relate to others and the promises they will make for behaving well in the future. For instance, 'I will do my best', 'I will help newcomers to school' and 'I will always love my family'. In raising their awareness of the need to live and work together in peace and harmony, pupils begin to explain through their writing how to make the world a better place in which to live. In assembly they reflect upon the moral implications of their promises. Pupils in Year 2 consider symbolism in the use of light during celebrations such as Christingle. They retell the stories of Noah's Ark and Jesus and the loaves and fishes, and write about their perfect day. Sound literacy links are made through these activities.
135. In Key Stage 2, pupils make satisfactory progress overall. Year 4 pupils research into the lives of individuals such as Mother Teresa and identify why she was special. All pupils recognise that the bible contains many good stories that can teach Christians lessons in life. For instance, in assemblies pupils are taught about the story of 'Zacchius' the tax collector who was dishonest but changed. In Year 3, pupils reflect on the meaning the Christian story of creation and compare it to the Chinese legend of Yin and Yang and P'an Ku. Pupils in Year 5 demonstrate a good knowledge of Hindu rituals and specific vocabulary such as 'mantra' and 'puja'. However, during this lesson opportunities for

discussing differences in beliefs in depth were missed. Year 5 pupils also consider prayer and compose their own verses to hymns based on *Who put the colour in the rainbow?* and *Who made the Earth?* using appropriate language. Year 6 pupils develop an understanding of how beliefs are illuminated by and expressed through writings, using the Nepalese prayer wheel as a starting point. They write their own prayers during the literacy hour and transfer them on to tissue paper flags. They hang them outside and experience on a practical level the belief that as the prayers fade so they are being carried away on the breeze. They progress satisfactorily, deepening their own knowledge and comprehension of spiritual matters.

136. Pupils make good progress across the school, including pupils with special educational needs. Behaviour and attitudes were good in the two lessons seen. Assembly themes are linked to aspects of classroom teaching and often give pupils further opportunities to learn about living together in peace and harmony. Pupils are encouraged to demonstrate their talents in assemblies, thereby building their confidence and self-esteem.
137. The quality of teaching was good in one lesson and satisfactory in the other lesson seen. Planning of lessons is good and is related appropriately to the locally agreed syllabus. Teachers create interest in the topic to be covered. For instance, in a Year 5 lesson a Nepalese parent was used well to talk about Hinduism promoting curiosity and discussion amongst the pupils. Pupils with special educational needs are supported well and all pupils are questioned well. Generally the pace of lessons is satisfactory and time is used effectively. Teachers' expectations when setting written work are good. Their expectations of the level of pupils' knowledge and understanding and their ability to put themselves in other people's shoes are satisfactory. Opportunities for extended debate for higher attaining pupils were not seen during the course of the inspection.