

## Inspection Report for Chiltern Primary School, November 2001

### Errata

The Registered Inspector would like to issue the following errata for the above report:

- a] Page 8 - the summary for attendance should read **'Improving all the time and now above average.'**

This is also on page 2 of the Parents' Summary document.

- b] Page 13 - Paragraph 15 should now read **'The level of pupils' attendance has improved steadily since the last inspection and is now above average.'**

*Issued by Yorkshire Educational Services Ltd on behalf of the Registered Inspector, Ms K Manning. January 2002*

# INSPECTION REPORT

## **CHILTERN PRIMARY SCHOOL**

Kingston upon Hull

LEA area: City of Kingston upon Hull

Unique reference number: 117721

Headteacher: Mrs A Wood

Reporting inspector: Ms K Manning  
20267

Dates of inspection: 15 - 18 October 2001

Inspection number: 196254

Full 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

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Chiltern Street  
Hull

Postcode: HU3 3PL

Telephone number: 01482 327315

Fax number: 01482 609046

Appropriate authority: The governing body

Name of chair of governors: Mrs J Cawood

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20267	Ms K Manning Registered inspector	Information and communication technology Physical education Provision for children in the foundation stage	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
1234	Mrs T Bradley Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19117	Mrs M Handsley Team inspector	Mathematics Geography Religious education English as an additional language	
18344	Mr D Earley Team inspector	English Design and technology Music Equal opportunities	
29426	Mr D Grimwood Team inspector	Science Art History Special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Chiltern Primary is a large school in the city of Hull. The area it serves is one of high unemployment and social disadvantage. The school is very much at the heart of the community and gives a welcome to many individuals, groups and organisations. There are 141 boys and 155 girls in classes from reception to Year 6. A significant number of pupils join the school part-way through their education and many leave before the end of Year 6. All but three of the pupils speak English as their first language and only a very small number are from ethnic minority families. The proportion of pupils who are eligible for free school meals is above the national average as is the number who have special educational needs. One hundred and twenty-four pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, six pupils have statements of special needs. The school has a nursery and 66 children attend either mornings or afternoons. Children start school with levels of attainment that are well below what is typical for their age. Though their experiences vary greatly, few have the skills and knowledge that are expected of three-year-olds and many children are a long way behind in their ability to communicate with others.

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

This is an effective school. Although standards do not meet the national expectation in all subjects, good teaching ensures that pupils achieve as well as they can. Strong leadership and management and the commitment of staff and governors means that the school's capacity for further improvement is good. The cost of doing this is high but the school is, nonetheless, providing satisfactory value for money.

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

- Good leadership and management have helped the school come a long way since the previous inspection.
- Almost three-quarters of the teaching is good or better and this ensures that pupils learn at a good rate.
- Pupils' positive attitudes and eagerness to attend school are a result of the very good relationships they have with teachers and staff.
- Pupils with special educational needs are given all the help they need to make good progress.
- The school makes very good provision for pupils' social and moral development and this helps them gain independence, self-esteem and a sense of right and wrong.
- Pupils benefit from the school's strong links with the community.

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

- Although improved in the last few years, standards are still not high enough in English.
- Standards are not high enough in information and communication technology.
- Seven-year-olds do not reach the levels expected for their age in mathematics and science.

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

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

The school has made good progress since it was last inspected in March 1997. All of the key issues identified in the previous report have been tackled. The school has changed its approach to teaching literacy and numeracy by teaching pupils in groups on the basis of their previous attainment. This is working well and standards are rising faster than the national trend. Governors are more fully involved in the work of the school. Rigorous and effective monitoring systems have

been introduced and the school now evaluates and analyses its own work and performance well. This has helped increase the amount of good and very good teaching in the school, though there is still some work to do to improve the quality of teaching in information and communication technology. There have been several improvements in other aspects of the school's work. A considerable amount of money has been spent on providing a suite of computers and improving the playground area.

## STANDARDS

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

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

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

In the National Curriculum tests for 11-year-olds last year, the school's performance was below average in English, above average in mathematics and average in science when compared with all schools nationally. When compared with schools with a similar level of pupils eligible for free school meals its performance was average in English, well above average in mathematics and above average in science. This is a real success for the school because of the high proportion of pupils with special educational needs and the high number who join the school part-way through their education. The school's results are rising faster than the national average and in the last two years it has either matched or exceeded the targets it has set for raising standards in English and mathematics. In all other subjects, most seven and 11-year-olds achieve standards that are typical for their age and the brightest pupils achieve beyond this. In these subjects standards are high enough. In information and communication technology, standards are well below what is expected of seven and 11-year-olds and have fallen since the time of the previous inspection. The school has already identified this as a key area for development.

Children get a good start in the foundation stage<sup>1</sup> but standards are on course to remain below average in most areas of learning when they leave the reception classes. This is most noticeable in personal and social development and in communication, language and literacy. Despite some good teaching in Years 1 and 2, the high proportion of pupils with special educational needs has an effect on test results and standards remain below average in reading, writing, mathematics and science.

Gifted and talented pupils do as well as they can because of the extra tuition and help they get from teachers. Pupils with special educational needs make good progress as a result of the extra help they are given and they achieve as well as they can, even though this is sometimes below what is expected for their age. Pupils who speak English as an additional language also make good progress and do as well as they can.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and learning. They work hard in

<sup>1</sup> The foundation stage is the time that children spend in nursery and reception classes.



	lessons and participate keenly in school life.
Behaviour, in and out of classrooms	Good management by teachers ensures that pupils are well behaved in lessons, around the school and at playtime.
Personal development and relationships	Good. Pupils are co-operative and accept responsibility when it is given. The relationships among pupils and between pupils and staff are very good.
Attendance	Improving all the time and just below the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

One of the strengths of the school is the high amount of good and very good teaching. This ensures that pupils learn well and achieve the standards of which they are capable. The only subject where teaching is unsatisfactory is in information and communication technology and this has led to standards being well below what is expected for seven and 11-year-olds.

The basic skills of literacy and numeracy are generally taught well. Though they ensure that pupils make good progress as they get older, the strategies used by teachers are not effective enough to ensure that seven-year-olds reach the levels expected for their age and throughout the school, not enough emphasis is given to spelling and handwriting. However, some very good teaching in Years 5 and 6 helps pupils catch up in mathematics and many reach the levels expected for their age. Pupils who are described by the school as being gifted and talented do very well in mathematics and achieve higher levels.

Teachers ensure that almost all pupils have equal access to the curriculum and get a good deal from the school. Pupils with special educational needs are taught well. They are given all the help and support they need to ensure that they achieve the levels of which they are capable, even though this is not always what is expected for their age. Pupils who speak English as an additional language get a similarly good deal from the school. They are supported in lessons and by specialist teachers and they learn at a good rate. Teachers plan their lessons well so that pupils of all abilities and those who join the school part-way through their education make good gains in acquiring knowledge, skills and understanding in most subjects. A strength of the teaching is the way that teachers manage pupils very well. They establish friendly but respectful relationships with pupils and use very effective strategies to ensure that pupils try hard and put a lot of effort into their work. Teachers make particularly good use of the time and talents of classroom assistants and volunteer helpers and this has a significant impact on how well pupils learn. In science, teachers do not provide challenging work for the most able pupils in Years 1 and 2 and this prevents them from achieving as well as they could.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched through the very strong links that the school has forged with the local community. The curriculum for children in the foundation stage meets the needs of three, four and five-year-olds.
Provision for pupils with special educational needs	This is a strength of the school. Teachers put a lot of effort into writing individual programmes of work and these pupils are supported well by teachers and classroom assistants. As a result, they make good progress.

Provision for pupils with English as an additional language	The school makes good provision for the small number of pupils who speak English as an additional language. The extra help they are given ensures that they make good progress with their work and in learning to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' social and moral development is very good and pervades all of the work of the school. Pupils' spiritual and cultural development is promoted to a satisfactory level.
How well the school cares for its pupils	The procedures for ensuring pupils' welfare are satisfactory. Staff provide good personal support and guidance for pupils. The strategies they use to promote good behaviour and to encourage pupils to come to school are very effective. Teachers are good at assessing pupils' learning in English, mathematics and science. The assessment of learning in other subjects is satisfactory.

The school works in close partnership with parents. All parents are encouraged to help their children with homework and those who have children with special educational needs are involved in setting targets and reviewing their children's progress. A number of parents help out in lessons, the breakfast club, the lending library and with after-school sports.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, which sets clear educational direction for the school. The deputy headteacher and key staff work well as a team and support their colleagues. Staff with leadership and managerial roles have a good understanding of their responsibilities and contribute to the effective management of the school.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties and supports the school well. They are strongly involved in the school's life and properly informed about its work and achievements.
The school's evaluation of its performance	Rigorous monitoring of the teaching and the curriculum has ensured that staff and governors have a clear view of the strengths of the school and know what needs to be done to continue to improve.
The strategic use of resources	The school makes effective use of the resources available. Specific grants have been used wisely to provide classroom assistants for pupils with special educational needs.

The school has sufficient teachers and resources to teach the curriculum. There is an ample number of classroom assistants and support staff. The accommodation is satisfactory; although pupils' concentration is often disturbed by the noise from other classes. This is especially evident when classes have to go through a shared area to get to other classrooms or the hall. The school's financial management is good and staff and governors ensure that the principles of best value are applied to the school's work.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• They feel that their children are making good progress in school.</li> </ul>	<ul style="list-style-type: none"> <li>• A number of parents would like more information about how their child is getting on in school.</li> </ul>

<ul style="list-style-type: none"> <li>• Parents feel comfortable about approaching the school with problems or questions.</li> <li>• They are glad that their children are expected to work hard and do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like a more interesting range of activities outside lessons.</li> </ul>
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The inspection team confirms the positive views of parents. Children are expected to work hard and they make good progress in school. All of the children spoken to during the inspection said that they enjoy school and were keen to talk about their favourite activities. Teachers are available at the start and end of each session and during the inspection a number of parents were seen chatting informally with teachers and the headteacher. Parents' concerns about lack of information and after-school activities are unfounded. The school provides good quality information for parents and does so regularly. The only gap is that governors do not publish all of the information they should in the annual report to parents. The school offers an appropriate range of after school clubs and there is a good range of sports events available to boys and girls in classes in Years 3 to 6.

## **PART B: COMMENTARY**

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

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

1 When children join the nursery, they have a wide range of experiences, though the attainments of most children are well below what is expected for their age. This is particularly noticeable in their ability to communicate with others on a personal level and through language. During the time they spend in the foundation stage they make good progress and gain in personal, social and emotional development. They widen their knowledge and understanding of the world and learn new skills in creative and physical development. Most make good progress in communication, language and literacy and in mathematical development.

2 There are several important factors that affect the school's results in National Curriculum tests. The school has a high proportion of pupils who have special educational needs. Often these are linked to learning difficulties but a significant number of pupils have emotional and behavioural problems. The number of families who move into and out of the area is very high. This means that many pupils in Years 3 to 6 start part-way through their education. Finally, a small number of pupils speak English as an additional language. The school does everything it can to ensure that these groups of pupils have an equal chance to make progress. As a result, they achieve as well as they can.

3 Many children start school with poor skills in speaking and listening. Despite the fact that teachers plan many opportunities for speaking and listening in lessons and assemblies they do not catch up. Seven-year-olds lack the confidence and the vocabulary to answer questions. Many speak in short sentences or single words and a significant number of pupils have special educational needs that are linked to speech difficulties. In addition, the school has several pupils who are at an early stage of learning English. By the time they are in Year 6, standards remain below average. Pupils are unable to develop fully their ideas through speech or respond to the opinions of others thoughtfully. This was evident in a physical education lesson when pupils in Years 5 and 6 were asked to evaluate the performance of other pupils. Although they said what they liked or did not, very few went beyond this to say why or try to justify their views. Pupils' limited vocabulary has an impact on what they can do in many subjects. For example, in science they do not always use the correct technical terms to describe their experiments.

4 In reading, pupils' low start on entry to the nursery means that they have a long way to go in order to catch up by the age of seven. This is reflected in the results of National Curriculum tests in 2001, which show that pupils' attainment was well below the average for seven-year-olds and the proportion who achieved a higher level was lower than in other schools. The picture in writing was far more heartening for the school. Although fewer pupils reached the expected level the proportion who achieved a higher level was greater than in most other schools. This was a real success for the school and shows that the emphasis given to writing is beginning to pay dividends. In classes in Years 3 to 6, good teaching ensures that pupils continue to make good progress. Consequently, in national tests in English, the proportion of 11-year-olds who reached the level expected for their age was similar to most other schools and the school exceeded the target it had set for raising standards. Inspection findings are that standards are below what is expected of seven and 11-year-olds. The difference between test results and inspection findings is due to the improvements in writing in classes in Years 1 and 2, which is starting to raise standards, and the weaknesses in spelling and handwriting in classes in Years 3 to 6, which prevent standards from being higher.

5 The results of national tests in mathematics in 2001 showed that standards were well below average for seven-year-olds and that fewer pupils than in most other schools achieved a higher level. Teachers have responded to the disappointing results for seven-year-olds by analysing the results of tests in order to identify what pupils cannot do. Some very good teaching in Year 6 and

the additional help they got from *booster classes*<sup>2</sup> ensured that 11-year-olds performed well in national tests in 2001. The proportion who reached the expected level was greater than in most schools and more achieved a higher level. The school exceeded the target it set for raising standards. Inspection findings are slightly different. They show that the changes made in classes in Years 1 and 2, as a result of teachers' analysis of tests, are having an impact and beginning to raise standards. Though still below what is expected for their age, they are improving. Pupils in Year 6 are working at the level expected for their age. This is because there are more pupils who have special educational needs and who have joined the school part-way through their education in this year's class. All pupils are achieving the level of which they are capable and doing well.

6 The results of national tests in science in 2001 showed that standards were well below the average for seven-year-olds but average for 11-year-olds. This is a success for the school and reflects the emphasis given to learning scientific facts and knowledge in classes in Years 3 to 6 and the extra support pupils were given through *booster classes*. Inspection findings are slightly different from the test results. Standards are below average in classes in years 1 and 2. They are prevented from being higher because teachers do not always provide work that is demanding enough for the most able pupils. By the end of Year 6, pupils achieve as well as they can and standards are typical of 11-year-olds.

7 Seven-year-olds in Chiltern Primary did far worse than those in similar schools in national tests in reading and mathematics. Although their performance was better in writing, it was still lower than pupils in similar schools. The performance of 11-year-olds matched that of pupils in similar schools in English. In mathematics, pupils performed far better than those from similar schools and in science they did better than those from similar schools. Over the last five years, there has been little difference in the performance of boys and girls.

8 When judged together, standards in all three subjects are improving at a faster rate than the national trend. This means that despite changes to the school population and the high number of pupils with special educational needs, the school is managing to overcome the challenges presented by each of these situations and help pupils achieve the standards of which they are capable.

9 As a result of good teaching and support from all staff, pupils with special educational needs, those who speak English as an additional language and pupils who join the school part-way through their education make good progress in all aspects of their work. Pupils who are considered to be gifted or talented make equally good progress because of the additional efforts of teachers. They arrange for extra tuition, provide challenging work in and outside of lessons and direct pupils with sporting talents to professional bodies where they can gain further training.

10 In information and communication technology, standards are well below what is expected of seven and 11-year-olds. Pupils have only very basic computer skills and are unfamiliar with spreadsheets, databases, the advanced use of control technology and multi-media. Unsatisfactory teaching has prevented pupils from making the progress they should and they are a long way behind. Standards are not high enough and this is an area that needs improving.

11 In religious education, standards meet those prescribed by the locally Agreed Syllabus for pupils in Year 2 and Year 6. In all other subjects, standards match the levels expected of seven and 11-year-olds. In art and design, pupils have a sound knowledge of the works of famous artists and produce pictures and craftwork of a reasonable quality. In design and technology they have a firm understanding of the design, make and evaluate process and produce good quality models. In geography, pupils have a firm understanding of the local area and the countries they study. In history, pupils know about Tudor England, the ancient Egyptians and the Victorians by the time they leave the school. In geography and history they are beginning to develop skills of researching facts from books and other sources. In music, pupils benefit from the many first-hand experiences they

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<sup>2</sup> Pupils who need it are given extra help in booster classes. They are aimed at helping pupils do well in national tests.

have to listen to and play musical instruments and compositions from around the world. In physical education, many pupils are good at games. They are competent gymnasts and enjoy athletics and dancing. Last year, just over half the class of Year 4 pupils could swim the recommended distance.

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

12 Pupils' attitudes to school are more positive than they were during the previous inspection and are now largely good. Their enthusiasm for school is very apparent as they race to get into their lines at the start of the day and talk about their favourite lessons and activities. Children in the foundation stage know the rules and routines of the nursery and school and respond enthusiastically to new experiences. Pupils in classes in Years 3 to 6 are particularly enthusiastic about taking part in the sporting activities and games that take place after school and at weekends. In most lessons pupils are eager to join in and work hard because they want to live up to their teachers' high expectations. Pupils with special educational needs and those who speak English as an additional language have positive attitudes to their work because of the extra support they get and the success they enjoy from activities planned to match their needs. Teachers make sure that they are included in discussions and they achieve success because questions are chosen carefully to match their ability. It is a similar picture for pupils who start the school part-way through their education. Teachers ensure that they soon settle in to the routines of the school and as a result they are generally keen to participate in what the school has to offer.

13 The school has been successful in maintaining the same good standards of behaviour that it had at the time of the last inspection. Most pupils behave well in lessons and assemblies. They settle quickly, listen attentively and do as they are told without fuss. Teachers have to deal with a number of pupils who have special educational needs linked to behavioural problems. They are helped to play a full part in lessons and they respond by following instructions. As a result, teachers do not have to waste time establishing order and other pupils are able to learn. Outside in the playground, pupils generally play and get on well together. The school is rightly proud of certificates it has proclaiming pupils' good behaviour on educational outings and visits. Bullying is handled firmly by the school and pupils are confident about using the *no blame* facility to talk openly about any problems they have with other children. There were six temporary exclusions during the last school year. They involved pupils with extreme emotional and behavioural problems. The exclusions were discussed with parents and pupils and reflect the school's insistence on high standards of behaviour.

14 Pupils' personal development is good. From the time they start nursery pupils are encouraged to be independent and take responsibility for themselves, others and their school. In the foundation stage they learn to get what they need for activities and to tidy away at the end of sessions. In infant classes, pupils take on more responsibilities and by the time they are in junior classes many pupils are sensible enough to answer the school telephone at lunchtime or be a *chum* to other pupils at break. The relationships between staff and pupils are very good and form the basis of pupils' positive attitudes to learning. Pupils like their teachers and work hard to meet the standards that are expected of them. They understand the rules and sanctions and feel that they are fair.

15 The level of pupils' attendance has improved steadily since the last inspection, though it is still slightly below the national average. However, it is the eighth best in the local education authority and the school is rightly proud of this success, which is brought about partly as a result of pupils being eager to get the rewards and certificates that come with good attendance by individuals and classes. However, a significant number of parents are disrupting their children's education by taking them out of school for holidays during term time. Punctuality is satisfactory. Most pupils arrive on time each day so that the morning session can begin promptly.

## HOW WELL ARE PUPILS TAUGHT?

16 There is good teaching in each key stage<sup>3</sup> of the school and in every subject. During the inspection, almost three-quarters of the lessons seen were good or very good. A significant amount of the very good teaching was seen in classes in Years 5 and 6. During their time in school pupils make good progress in their learning and achieve the standards of which they are capable. The teaching of information and communication technology has been unsatisfactory and is not good enough to maintain standards. They are now well below what is expected for seven and 11-year-olds.

17 Pupils with special educational needs are taught well and make good progress. Assessments carried out in the nursery and reception classes ensure that teachers identify very quickly which children need extra help. Teachers and the co-ordinator are meticulous about writing targets that help these pupils move forward with their learning or behaviour. The targets are realistic, so that pupils achieve success and gain in self-esteem. Parents are involved at each stage along the way and they are given the help they need to support and continue their children's learning at home. For example, teachers explain the school's policy for encouraging good behaviour so that parents can use the same strategies at home. In lessons, teachers make good use of support staff and volunteer helpers to work with small groups of pupils who need extra help. This is a significant factor in why pupils make good progress. For example, pupils in Years 1 and 2, improve their reading and numeracy by reading to an adult and playing number games on computer. In literacy and numeracy lessons teachers pitch work at the right level for these pupils. In subjects such as geography and history, teachers use worksheets to ensure that pupils who have difficulty with reading and writing achieve success and do not feel as though they are left behind.

18 One of the strengths of the teaching, throughout the school, is the very good management of pupils. Teachers like and respect the children in their class and are good role models. Pupils respond by trying hard to please their teachers and it is this that ensures the discipline in the school. When behaviour falls below teachers' expectations pupils are told quietly but firmly. For example, in a good gymnastics lesson a boy was asked to sit to one side for a very short time because he had been unsafe by running across apparatus. However, this was done in such a way that the pupil did not feel embarrassed or resentful and was quickly able to get back into and enjoy the lesson. Everyone knows the rules and pupils understand them and think that they are fair.

19 The methods used to teach are more effective in the foundation stage and Years 3 to 6 than they are in Years 1 and 2. In the foundation stage, teachers ensure that there is a good balance between activities that children choose for themselves and time when they work in small groups. As they get older, children in the nursery are given more formal tasks that help prepare them for the work they will do in reception class. For example, a small group of children made a book of pictures of objects with rhyming names. This involved sitting for some time, while they sorted pictures and glued them to make their book. In the reception class, work is planned carefully to match the different abilities of children. For example, after reading the story *Handa's Surprise*, the most able children worked with the teacher to make books in which they wrote the names of each animal in the story while less able children played with and sorted toy animals.

20 In most lessons in Years 1 and 2, the methods used by teachers are effective. The emphasis given to discussions, rather than formal recording, in subjects such as religious education, geography and history works well and gives pupils a chance to show what they know. However, teachers do not plan sufficient opportunities for pupils to solve problems or investigate in mathematics and science. In addition, the most able pupils are not always challenged by their work in science. This happens mostly when teachers use worksheets and everyone does the same recording. All of this prevents pupils from doing as well as they could.

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<sup>3</sup> There are three key stages; the foundation stage, which is the nursery and reception class, Key Stage 1, which is Years 1 and 2 and Key Stage 2, which is Years 3 to 6.

21 In Years 3 to 6, teachers provide *booster classes* and additional support to help pupils do as well as they can. In these classes, learning is often rapid as pupils put a lot of effort into their work and strive hard to reach the targets set by teachers. In many lessons, teachers begin with a class discussion when they explain the aims of the lesson so that pupils know what they will be learning. This motivates pupils and helps focus their concentration. Teachers often spend the final five or ten minutes of lessons going over what pupils have learned and assessing what they have remembered by asking them questions. For pupils who have difficulty with writing and lack confidence in speaking this is a good technique and works well. Throughout the school, teachers make consistent use of homework to support pupils' learning in literacy and numeracy. The homework clubs are popular with pupils in classes in Years 3 to 6 and those who attend benefit from the extra help given by adults.

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

22 The school meets statutory requirements to teach all subjects of the National Curriculum and religious education. This is an improvement since the previous inspection and is the result of greater balance in the teaching of mathematics and science. The school also uses an Agreed Syllabus to teach religious education. The curriculum for children in the foundation stage is appropriate and based on the areas of learning recommended for children up to the time they leave reception class. The curriculum is enriched by the fact that literacy and numeracy are taught well and by the many first-hand experiences planned for pupils.

23 The provision for pupils' personal, social and health education is satisfactory. Though there are no structured guidelines teachers plan for areas such as sex education and healthy eating to be taught as part of other subjects. The school also makes good use of specialists to talk to pupils about issues such as the misuse of drugs. A good feature of pupils' personal development is the attention given to gaining skills in citizenship. Younger pupils receive pedestrian training and older pupils take part in a *Democracy Week*, when they learn about the nature of local government through talks and visits.

24 Part of the ethos of the school is that that pupils from different backgrounds and with different abilities are included in all of the school's activities and get the same good deal from the school. The school's provision for pupils with special educational needs is a strength of the school. With such a high proportion of pupils with special educational needs, teachers and support staff have to work exceedingly hard to ensure that all pupils have an individual programme of work with clearly identified and realistic targets. They do this well. Teachers ensure that the work given to pupils with special educational needs is pitched at the right level and this helps them learn at a good rate. Pupils with special educational needs and those who speak English as an additional language are given a considerable amount of help from classroom assistants and often work in smaller groups for part of the lesson. This also helps them make good progress in their learning.

25 Teachers ensure that pupils who start the school part-way through their education get a fair deal. Their needs are assessed quickly, through testing or from records passed on from other schools. Once this is done, most settle quickly into the school's routines. These pupils are helped to feel at home because teachers take the time to explain the school's rules and procedures.

26 The school has also identified a number of pupils who it considers are gifted or talented. Teachers try to provide for these pupils individually and they generally do well in their areas of talent. For example, one pupil was able to achieve a very high level in national tests in mathematics because his class teacher had provided extra tuition and support. The exception in all of this is that the most able pupils in classes in Years 1 and 2 are not always challenged by their work in science. This prevents them from doing as well as they could.

27 The school provides a satisfactory range of after school sports and activities, although these



are only for pupils in junior classes. The choirs and football teams are very successful and promote pupils' personal development at the same time as they help pupils who attend after-school clubs make good progress in physical education and music. Craft and homework clubs are generally well-attended and pupils benefit from the extra time and attention they get from adults. A number of parents would like a more interesting range of activities for their children. As a response to these comments, the school intends to introduce a computer club in the next term.

28 A strength of the school is the very good use it makes of the local community to help the learning and development of its pupils. For example, visits to local museums and places of interest play a major part in the curriculum for history and geography. A considerable input from the local professional rugby and soccer clubs has a positive impact on the standard of skills in games. Representatives from the local church support work in religious education and promotes pupils' spiritual development through leading assemblies and working with groups of pupils. Local police are instrumental in the organisation and running of a residential trip for older pupils. The branches of national firms have a positive influence on pupils' learning in science and design and technology.

29 Relationships with partner institutions are satisfactory. There are effective transfer arrangements with the local secondary schools to enable pupils to move on smoothly to the next stage of their education.

30 Provision for spiritual development is satisfactory. Pupils reflect on their own feelings and values in religious education and in personal, health and social education. Assemblies are not used sufficiently well to develop pupils' capacity for reflection but they are used to recognise and value other faiths. For example, a Muslim child brought a beautiful prayer mat to show in assembly. This was greatly appreciated by most pupils. Opportunities to appreciate music, art and literature are provided in the school's curriculum but those for reflection are less evident.

31 The provision for moral development is very good. This is something the school does very well. Daily assemblies contribute well to pupils' personal development by considering moral themes, such as caring for others. Adults provide good role models and pupils are clear about the difference between right and wrong. Good behaviour is considered to be very important and is always rewarded. Pupils understand the rules and consider them to be fair. They know what to do if they feel any injustice has occurred. The school encourages pupils to take decisions about their own behaviour, allowing them responsibility for their own actions.

32 The provision for social education is also very good. Together with moral development it pervades all of the work of the school. Pupils are taught from the beginning the importance of sharing and taking turns. They are encouraged to be polite and make visitors welcome. Pupils work together well in class and help each other out. Following the very good example set by the staff' pupils' relationships with adults and each other are very strong. Pupils learn to respect others. They take responsibility for others, such as acting as a *chum*, helping pupils in the playground who may be lonely or distressed. The introduction of the school council allows pupils to take a positive role in the development of the school community. Pupils in Year 6 learn how to play a part in the local community. During *Democracy Week* they visit the local Guildhall to find out how government works.

33 Provision for cultural development is satisfactory. Pupils have opportunities in English, art and music to develop their appreciation of literature, works of art and music by great composers. They can join the school choir, learn a musical instrument and take part in the Christmas production. Geography and history helps pupils to develop a sense of their own cultural background as well as gaining insight into the lives of people of other times and places. However, although religious education allows insight into the values and beliefs of people of other faiths, the provision for developing an understanding of the cultural diversity of British society is less well developed.

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

34 The quality of care and support pupils receive in school has been maintained since the previous inspection and remains satisfactory. The school uses many procedures to check the quality of its support for pupils. For example, health and safety assessments are carried out regularly and the school is aware of potential hazards. Several adults are trained in first-aid procedures and teachers are kept well informed about the medical conditions of their pupils.

35 The school has maintained appropriate arrangements for child protection. A co-ordinator has been nominated and trained to manage any concerns. Other staff have not had training but understand the procedures to be followed if they have any concerns. Pupils who are *cared for* by the local authority's social services are also kept under the watchful eye of a nominated member of staff. This role includes consultations with outside services and the children's carers whilst keeping a close check on the academic and personal progress the children make in school.

36 The monitoring of pupils' personal development is based on teachers' knowledge and is mainly informal. All the staff care about the pupils and treat them with kindness and consideration. Positive attitudes and values are promoted through the giving of rewards for effort and consideration for others. The *no blame* scheme, whereby pupils who have been bullied or involved in fighting are helped to talk through their issues helps them consider the impact of their actions on others. This works well and is something of which the school is justifiably proud.

37 Very good procedures are used to promote and encourage good behaviour. Teachers follow the school policy scrupulously and consequently pupils understand the system of rewards and sanctions. The key factor in promoting discipline is the relationships between staff and pupils. These are based on mutual respect and liking and as a result there are few real problems with managing behaviour. Lunchtime supervisors follow the same rules and parents are asked to do the same as part of the home and school agreement. Pupils also play their part. *Chums* are pupils who look after others who might be feeling lonely or frightened and who sort out minor disputes in the playground. The system works well because pupils aspire to being a *chum* and view their responsibilities very seriously. In discussions they were particularly keen to point out that chums never get angry.

38 In order to stress the importance of regular attendance and punctuality, the school now makes very good use of its attendance assistant to contact families, check on reasons for absence and to offer any practical help that might be needed. This has led to a considerable improvement in levels of attendance. Another successful strategy is that pupils and classes with full attendance for a week are given certificates and badges.

39 Since the last inspection, the school has improved procedures for assessing and monitoring pupils' academic performance. The procedures for assessing and recording what pupils can do in English, mathematics and science are good. Pupils' progress is checked carefully through a variety of school and national tests. A thorough analysis is made of test results to identify trends in attainment and to look for gaps in the curriculum. An issue from the previous inspection involved teachers in making better use of assessment procedures to plan work. This is done very well in English and mathematics, where teachers use the information to predict how well pupils will do by the end of the year and to set targets for each pupil. In other subjects, assessment procedures are less rigorous but nonetheless effective. In the foundation stage, teachers keep meticulous and detailed records of what children can and cannot do. They use these to ensure that the work they plan for children of different ages and abilities is interesting and helps them learn at a good rate. The assessment of pupils with special educational needs and those who speak English as an additional language is thorough and teachers maintain detailed records of their progress. While teachers do not keep additional records of what the gifted and talented pupils can do their progress is marked in portfolios of certificates that show how well they have done in sports, music or even tap dancing.

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

40 The school has successfully maintained its positive relationship with parents since the time of the last inspection. Most parents are pleased with the school and believe that their children are happy there. They feel that staff are approachable and that their children make good progress and are expected to work hard. Some parents have expressed concern about the extra-curricular activities available and say they would welcome more information about their children's progress. Inspection findings confirm the positive views of parents and show that their concerns are unfounded. The school provides an appropriate range of additional activities that include music, craft, sport and a residential outing. Parents are kept well informed about their children's progress and the quality of information in annual reports is generally very good. They are very detailed about what pupils can do and the levels they have achieved in English and mathematics. Teachers often include a comment about how parents can help their children improve and they are invited to discuss these reports and comments with teachers.

41 The school's links with parents are good. This starts in the foundation stage. Children's parents are invited to visit the nursery and reception class to meet the head teacher and staff. Parents are also welcome to spend time helping their children settle into school more confidently. In Years 1 to 6, the accessibility of staff is a strong feature. Parents are able to see their children's teachers before and after school and make appointments to talk to them for longer if necessary. Parents sign a home/school agreement that is linked to the school's behaviour policy. This aims to ensure that parents and school are working along the same lines regarding discipline and support for pupils. Parents are encouraged to come into school to help in the classrooms and a number support their children by attending school concerts and productions and by helping to run some of the school's sports clubs and societies. Parents of pupils with special educational needs are kept well informed of their children's progress and are invited to attend regular discussions about their individual learning programmes.

42 Parents make a satisfactory contribution to the work of the school and to their children's education. Many hear their children read at home and make sure that they complete their homework. The school tries very hard to encourage parents to play a part in their children's learning. They have achieved some success with initiatives where parents of pupils in classes in Years 1 and 2 are encouraged to come into school to develop a range of activities to enable them to support their children's learning at home. These courses are becoming increasingly popular and have had a positive impact on the standards achieved by children whose parents have taken part.

43 A small number of parents have a significant impact on the work of the school and without their help the school would not be able to provide much valued facilities such as the breakfast club and the lending library for children in the foundation stage. Some parents are able to give practical support as governors, as members of the parent-teacher association and as helpers in class and on trips. The school makes effective use of their skills and values their help.

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

44 The headteacher provides good leadership, which sets clear educational direction for the school and contributes to the quality of education provided and the good progress made by pupils. In particular, the headteacher's rigorous monitoring has contributed to the high percentage of good teaching in the school and the effectiveness of arrangements for pupils with special educational needs. For example, in monitoring the quality of teaching the headteacher and deputy headteacher identified the need to raise standards in writing. This led to all teachers focusing on this aspect of their work, as a target linked to their professional development. The strategy worked well and the results of national tests show that pupils are now performing better than those in similar schools.

45 There is a shared sense of purpose and a strong commitment to the success of the school, which shows in the way that teachers support one another and work together well as a team. This

was evident in the way that a temporary teacher was helped settle in to the routines of the school during the week of the inspection. Staff with leadership and managerial roles have a good understanding of their responsibilities and contribute to the effective management of the school. The deputy headteacher is a particularly effective co-ordinator of the school's provision for pupils with special educational needs. The effort that has gone into writing pupils' individual education plans and monitoring their progress is one of the reasons why this is now a strength of the school. Subject co-ordinators support their colleagues by providing training and advice. They have a clear understanding of what is working in their subjects and what needs improving. For example, the co-ordinator for information and communication technology had already identified this as an area requiring substantial improvements to resources, teaching and learning. Good leadership puts the school in a strong position to continue to raise standards.

46 Governors are enthusiastic and support the life and work of the school well. There are trained governors for literacy and numeracy and the chair of governors works in close partnership with the headteacher to manage spending. Members of the governing body have increased their involvement with the school since the previous inspection. They are consulted about the school's priorities for improvement and monitor the curriculum in a more structured way than they did at the time of the previous inspection. Several governors help out in school and in this way are able to keep an informal check on the quality of teaching and standards of behaviour and attainment. Recent changes to the membership of the governing body has resulted in governors not checking how well the school was tackling the key issues identified in the previous report. This is something they intend to do on a termly basis, which puts them in a good position to monitor the school's effectiveness more closely.

47 The day-to-day financial administration of the school continues to be efficient and unobtrusive. The administrative staff are responsible for maintaining and monitoring spending and for providing current details of all expenditure for regular health checks by the governors. The school has recently been audited and the few recommendations made have all been carried out. A good feature of management is the careful use the school makes of its resources. Classroom assistants and support staff generally work with small groups of pupils with special educational needs or others who need extra help. They make a significant contribution to the good progress made by pupils with special educational needs. Governors are aware that spending on support staff is very high and they keep a close eye on the progress made by pupils with special educational needs in order to determine that they are getting best value for money from this spending.

48 There are sufficient teachers and an ample number of support staff. Teachers are all suitably qualified and trained in the appropriate phase. The school's system for appraising the quality of teaching is linked closely with teachers' training and professional development. This is paying dividends and the quality of teaching is improving. All staff have been trained to teach the national literacy and numeracy strategies and this is one of the reasons why the teaching of English and mathematics is effective. Governors are responsible for setting goals for the work of the headteacher and are involved in setting realistic targets for raising standards in English and mathematics in National Curriculum tests.

49 The school's accommodation is satisfactory and has been improved with the completion of a new computer suite and the work that has been carried out on the school grounds. The recent purchase of computers and associated hardware means that there are now sufficient resources to teach the curriculum and this is starting to raise standards.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50 Governors, headteacher and staff should:

**(i) Raise standards in English throughout the school by**

- ensuring that pupils in classes in Years 1 and 2 use their knowledge of letter sounds to help them read and write;
- giving greater emphasis to spelling;
- planning more opportunities for pupils to write in other subjects;
- improving the quality of pupils' handwriting.

*(paragraphs 70 – 80, 91, 116 of the main report)*

**(ii) Raise standards in information and communication technology by**

- providing training for teachers so that they have sufficient knowledge and confidence in teaching all aspects of the subject;
- planning more opportunities for pupils to use computers;
- using assessment to ensure that work builds on what pupils already know.

*(paragraphs 122 – 128, 74, 87, 97, 102, 107, 118 of the main report)*

**(iii) Raise standards in mathematics and science by the end of Year 2 by**

- providing more opportunities to solve mathematical problems and investigate number;
- ensuring that the most able pupils are challenged by their work in science;
- using fewer worksheets in science.

*(paragraphs 20, 81, 85, 87, 89 - 91, 97 - 98 of the main report)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	48

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	35	17	0	0	0
Percentage	0	17	54	26	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	296
Number of full-time pupils known to be eligible for free school meals		95

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	14	110

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	50

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	27	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	17	20	18
	Total	34	38	37
Percentage of pupils at NC level 2 or above	School	71 (79)	79 (73)	77 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	18	17	18
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	75 (71)	75 (85)	75 (63)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	27	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	19	21	26
	Total	33	36	42
Percentage of pupils at NC level 4 or above	School	73 (64)	80 (72)	93 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	16
	Girls	22	23	22
	Total	35	38	38
Percentage of pupils at NC level 4 or above	School	78 (64)	84 (72)	84 (72)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	244
Any other minority ethnic group	1

*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	6	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24.7
Average class size	26.9

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

Total number of education support staff	13
Total aggregate hours worked per week	297

#### **Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	66

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	22
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
	£
Total income	822,899
Total expenditure	834,803
Expenditure per pupil	2,537
Balance brought forward from previous year	87,562
Balance carried forward to next year	75,658 <sup>4</sup>

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

<sup>4</sup> This is money that has been saved to provide computers and an outside play area for children in the reception class.



Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1
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## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	335
Number of questionnaires returned	72
Percentage analysed	21

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	3	1	0
My child is making good progress in school.	68	28	3	1	0
Behaviour in the school is good.	38	53	6	3	1
My child gets the right amount of work to do at home.	46	41	6	0	7
The teaching is good.	65	31	1	0	3
I am kept well informed about how my child is getting on.	46	38	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	74	21	1	1	3
The school expects my child to work hard and achieve his or her best.	71	26	1	1	0
The school works closely with parents.	54	35	10	0	1
The school is well led and managed.	67	29	3	0	1
The school is helping my child become mature and responsible.	57	33	4	3	3
The school provides an interesting range of activities outside lessons.	44	28	10	2	17

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

51 Children enter the nursery at the age of three and transfer to the reception class in the term in which they have their fifth birthday. At the time of the inspection, 33 of the children in the foundation stage were aged three, 34 were aged four and there were five children aged five. When children start in the nursery, their experiences and knowledge vary widely but, on the whole, they are well below what is typical for their age in personal and social development and in their ability to communicate with others.

52 The quality of teaching in the foundation stage has been maintained since the previous inspection and continues to be mostly good. Whatever their age, children in the foundation stage have equal opportunities to make progress and get a good deal from the school. During their time in the nursery and the reception class, children make good progress in everything they do. However, because many start from such a low base it is unlikely that they will reach the standards expected in literacy, mathematical development and knowledge and understanding of the world by the end of the reception class.

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

53 Personal, social and emotional development is a very strong feature of all activities planned. With very good support and guidance, children settle quickly into the nursery's routines and begin to develop a relationship with adults. This is not always based on conversations, for example, one girl joined an activity for older children and was happy to sit next to the teacher and watch, but say nothing. On the other hand, children had a good-natured giggle when one of the adults tripped over a chair.

54 Teachers and support staff are patient and understanding. They explain instructions clearly so that children know exactly what is expected of them and, as a result, there is usually a calm working atmosphere in the nursery and the reception classes. Children are encouraged to work together, help each other and share equipment good-naturedly. They are beginning to show initiative in being helpful to others. For example, a boy in the reception class, who could see that his teacher was busy, asked if he should move a tall tower of boxes to make room for her to sit in her seat.

55 A good feature of the teaching is that teachers plan activities that are relevant to the different ages of children in each class. For example, in the nursery three and four-year-olds have different stories. In the reception class, the teacher plans a range of practical activities for the youngest children and more formal tasks for those who are older and more mature. This works well and helps children gain in confidence and self-esteem. In some lessons, children ask to try more challenging work. This happened when a group of children who had been sorting animals, asked the teacher if they could have a go at the more difficult task of making a book.

56 Much of this confident behaviour results from firm management and from interesting and enjoyable activities that allow children to make good progress towards targets for their learning. The high levels of good behaviour and social development established by staff during the foundation stage have a continuing impact on pupils' good behaviour and positive attitudes to learning throughout the school.

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

57 Teachers and support staff have a thorough knowledge of how to develop early communication, language and literacy skills using the *stepping-stones* that lead to the early learning

goals for children. They promote the development of language in everything children do and never miss an opportunity to engage children in conversation. In both classes, teachers make good use of role-play to help children use a widening range of words and language and some activities are very specifically aimed at learning vocabulary. In the reception class, children learned the names of the fruit that they had read about in a story one day and the names of the animals from the story the next day. As a result, children who thought that a giraffe was called a zebra at the start of the activity knew the correct name by the end of the morning. Despite this many children still have a long way to go before they talk about themselves or their work with confidence and standards are on course to be below what is expected by the time they leave the reception class.

58 The teaching of reading and writing is good. Children are encouraged to look at and read books from the nursery onwards and most know which is the front and back cover and where to find the title and name of the author. All children take books home regularly, which further promotes their interest in reading. By writing for the whole class, teachers successfully demonstrate how writing works. Although children are given many opportunities to put this into practice, by the time they are five, only the brightest children write short sentences without help. Average attaining children copy what their teachers write and the least able children trace around letters. Teachers work hard to ensure that children have sufficient understanding of the names and sounds of letters to enable them to read and write independently. However, although children enjoy the approach used by teachers it is not effective enough to help children make the rapid gains they need in order to catch up from their low start. Consequently, standards are likely to be below what is expected by the time children leave the reception class.

### **Mathematical development**

59 Carefully planned activities and daily opportunities to count and use mathematical language help pupils make good progress in recognising numbers, counting and in adding and taking away. Throughout the foundation stage, teachers ensure that children have opportunities to count and look at numbers each day. This is often done through number rhymes and songs, which children enjoy tremendously. In the reception class, children look at numbers on a large grid and are beginning to use this to help them place numbers in the correct order and count up to 20 and down from ten. Alongside these activities, when children are in small groups, teachers also plan other activities that help children gain an understanding of shape and measurement. For example, children learned to compare length by sticking woollen tails onto mice and finding which of two tails was longer and shorter.

60 An effective feature of the mathematics teaching is that it is based on practical activities, which promote and extend children's vocabulary. In the nursery they learn to use words such as full and empty as they play with containers in sand and water. In reception class the teacher helps them widen their mathematical vocabulary by introducing new words with similar meanings. This happened when children took a close look at ten green bottles and moved on from calling them fat and thin to using the terms wide and narrow.

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

61 Teachers plan a good range of activities and opportunities to widen children's knowledge of the world. A good example of this was when children in the reception class investigated what happens when ice is placed in warm water. With support from the teacher a number were able to describe what had happened to the ice and the water. Their eagerness to talk about what they had seen and done showed how much the activity had held their interest. In the nursery, children were extremely excited about baking a chocolate cake. Because the teacher continually talked to children about the ingredients and what was happening, they learned that materials change when some things are added or when they are mixed with others. As a result, one or two of the most articulate children could describe the process they had used to melt the chocolate in a bowl of hot water.

62 Photographs show that teachers plan a number of visits and visitors to the school in order to widen children's knowledge of their own and other cultures. For example, they celebrate the Hindu festival of Diwali and at Chinese New Year they ate rice with chopsticks. They learn about their own locality from visits to nearby shops and about their past by looking at photographs of themselves as babies and toddlers. Through regular opportunities to use the computer, children know how to use a computer mouse to move objects round the screen and are very keen to use computers. In a very good lesson, children in the reception class maintained a high level of concentration as they used a mathematics program for the first time. The progress they made during this lesson was remarkable, and by the end of the session almost everyone knew how to print out the pictures they had made of caterpillars and houses.

63 Teachers are good at asking open-ended questions to encourage children's natural inquisitiveness. However, children's limited vocabulary combined with their lack of confidence prevents most children from achieving the skills and understanding that are expected by the end of the reception class.

### **Physical development**

64 When they start nursery many children are timid and lack skills in relation to moving around, running, jumping and playing on wheeled toys. Teachers make good use of the outdoor space to provide daily opportunities for children to engage in this sort of robust play. Consequently, children gain stamina and enjoy games that involve running and physical exertion. When playing with the wheeled toys one or two of the four-year-olds show high levels of skill and can ride two-wheeled bicycles very competently. Others whiz around on tricycles, carts and scooters without bumping into one another. However, children's lack of personal development shows when they occasionally choose to run into another child or adult as a means of stopping. Good teaching of gymnastics further develops their physical skills. Teachers give children opportunities to climb high, balance and walk across narrow apparatus and jump off boxes. Children behave well during these lessons and rise to the challenge presented by the large apparatus in the hall.

65 Children do not have the same dexterity when it comes to handling small tools, such as pencils, brushes and cutlery. Teachers spend a considerable amount of time showing children how to hold a pencil correctly and how to achieve the paint effect they want by brushing rather than scrubbing. In this aspect of physical development, children are unlikely to achieve the skills expected by the time they leave the reception class.

66 Improvements to the outside play area have added to the quality of provision for children in the nursery and the reception class.

### **Creative development**

67 Children make good progress in creative development because teachers provide many activities where they can explore colour, texture sound and music. In the nursery, they learn to sing and join in the actions to rhymes and songs. Most children are keen to join in by wiggling fingers and clapping and they quickly pick up the words to their favourite songs. In the reception class, children learn to hold percussion instruments carefully and they looked on in awe as the teacher showed them how to make different sounds by scraping, tapping and shaking a range of instruments.

68 In both classes, children use a wide range of materials to create interesting pictures and collages. In the nursery, staff provide opportunities for children to paint, draw and print each day. As a result, children gain in confidence at the same time as they increase their knowledge of colours and textures and improve their physical skills. In the reception class, children see the potential for art in everyday objects when the teacher makes their paintings in the style of Kandinsky into a quilt, which they use in the classroom. This method of exploring art is extremely effective and children are very proud of their achievements.

69 Although the teaching is good, few children achieve all of the early skills expected by the time they leave the reception class. So, while the most able children draw portraits that include facial features many children draw far more simplistic people and have difficulty keeping within the outline when colouring.

## ENGLISH

70 Standards are below what is expected of seven and 11-year-olds. This is a similar picture to the time of the previous inspection. Standards in English could be higher. However, pupils start Year 1 with below average attainments in communication, language and literacy and consequently have a lot of catching up to do. A high proportion of pupils has special educational needs and a small number speak English as an additional language. In addition, a higher than average number of pupils start the school part-way through their education. All of this has a marked impact on the school's results in national tests.

71 Most of the teaching of English is good and the subject is led and managed well. Teachers use the guidelines of the National Literacy Strategy effectively to plan lessons and this is one of the reasons why standards have risen in the past few years. Throughout the school, teachers are good at teaching the basic skills of literacy. The effective use of the National Literacy Strategy has a positive impact on reading, but is not sufficient to help pupils catch up from their low start. Only the higher attaining pupils in Year 2 read a range of texts accurately though average attaining pupils use contents, indexes and glossaries to research information. Pupils in Years 3 to 6 gain from reading a wider range of information books, poetry and fiction. Higher attaining pupils read fluently and with expression but average and lower attaining pupils often lack understanding of what they have read and do not pick out important bits of text when explaining the plot or sharing information.

72 Another feature of teaching, which underlies good learning, comes from well-planned opportunities for speaking and listening. Very positive relationships between teachers and pupils give pupils the confidence to join in discussions and to get the maximum benefit from activities. Infant pupils learn to take turns and listen to what others have to say and by the time they are in Year 6, most pupils listen attentively and are willing to talk about their favourite books, poetry and plays. Their vocabulary is more limited than most other 11-year-olds and they are still shy but their eagerness to engage in conversations was evident in the number of pupils who volunteered to talk with visitors.

73 Despite good teaching, the gap between what is expected and what pupils achieve is already fairly wide by the end of Year 2. Pupils are held back by their limited ability to identify the sounds of letters and incorporate them in their reading and writing. In classes in Years 1 and 2 teachers spend part of each literacy lesson focusing on the identification of the beginning sounds of words. Pupils' work shows that they complete many sheets that are aimed at recognising beginning sounds and subsequent families of letters such as *ow* and *ee*. However, these strategies are not working sufficiently well and pupils struggle to use their knowledge of letters when trying to read unfamiliar words or in their spelling. By the time they are in Year 3, pupils are more adept at using this strategy. The co-ordinator recognises that the school needs to monitor the success of the way that letter sounds are taught in order to give pupils in classes in Years 1 and 2 the best possible start. This puts the school in a good position to be able to consider other schemes and methods and subsequently improve the quality of teaching.

74 Teachers do not always give sufficient emphasis to spelling. In particular they miss opportunities to improve pupils' accuracy of spelling through learning at home. In classes in Years 1 and 2, pupils generally spell words as they sound and use the lists provided by teachers to spell the most commonly used words. They are unsure how to use dictionaries to help them with their spelling. Though teachers ask pupils to learn spellings at home, they are not always taught strategies that would give them an approach to learning the words. By the end of Year 6, pupils' spelling of some simple and more complex words continues to be weak. One of the reasons for

this is that they have not had the consistent practice at using dictionaries and checking their spellings in finished work. In classes, where teachers use computers in literacy lessons pupils understand the function of the spell check in word processing programs and in this way are becoming more aware of the need to spell correctly. However, teachers do not make sufficient use of information and communication technology to teach literacy skills and this is an area that the co-ordinator rightly sees as being a priority for development in the current year.

75 A strength of the teaching is the way that teachers ensure that all pupils have equal access to the curriculum and equal opportunity to make progress. Teachers take great pains to spot pupils' difficulties early on and they are given individual help and support. Teachers are quick to assess what pupils who start the school part-way through their education can do and ensure that work is pitched at the right level. Classroom assistants play an important part in helping both of these groups of pupils to make good progress. Their time and talents are put to good use to work with small groups and individuals. In addition, pupils who speak English as an additional language are given extra help from specialist teachers who work closely with the school to determine what level of support is needed and follow a planned programme of work. As a result, both groups of pupils achieve as well as they can. Six pupils are identified as having a talent in English. Teachers encourage these pupils to read widely, even bringing their own books to school for pupils to use. In lessons, they are expected to read with a wider comprehension and teachers question them carefully to broaden their skills in deduction and prediction.

76 Greater attention to writing has helped increase the proportion of pupils in Year 2 who achieved a high level in National Curriculum tests in 2001. Many pupils in Year 1 lack the confidence or skills to write independently and they need a lot of coaxing to get them to have a go. This was evident in a lesson when average attaining pupils needed the teacher to write their sentences so that they could either trace over or copy her words. However, by the end of Year 2, higher attaining pupils write stories that start in the traditional way, for example, *one day there was ....* The writing of most children is logically sequenced and meaningful. For example, children in Year 2 wrote clear descriptions of their houses. In Years 3 to 6, teachers continue to provide opportunities for pupils to write in English lessons and by the end of Year 6, pupils produce play scripts, letters, persuasive writing and stories and poems after the style of authors and poets such as Dylan Thomas and Tennyson. Higher attaining pupils write in a fluent style, though the work of average and lower attaining pupils often has many crossings out and mistakes. Average and higher attaining pupils use imaginative words and descriptions in their stories.

77 Teachers plan many opportunities for pupils to write in English, but the school's policy, whereby written work is sometimes kept to a minimum in order to enable pupils to succeed through practical and first-hand experiences is preventing pupils from getting the practice they need to improve their skills in writing. This is an area that the co-ordinator has rightly identified from looking at pupils' books and is something that presents the school with a dilemma with regard to the methods they adopt for teaching.

78 Although the school has prioritised writing as an area for improvement this has not yet had sufficient impact on handwriting. By the end of Year 2 the handwriting of lower attaining pupils is generally very poorly formed. Few average and higher attaining pupils consistently join their letters and many words are inconsistently formed and sized. Though the quality of handwriting improves as pupils get older, many pupils in Year 6 do not have a good style and the presentation of their work is not always as neat as it should be. In some classes, teachers try to encourage pupils to do better with their handwriting, by commenting on it in their marking. However, without a consistent approach to handwriting and a greater insistence that work is always pupils' best efforts it is unlikely that the quality will improve. For example, not all teachers write in the style of the scheme used by the school. This has been identified as the next step to raising standards.

79 Teachers' thorough knowledge of how to teach literacy is evident in the good teaching of grammar throughout the school. Part of each literacy lesson is devoted to this aspect of literacy and this is beginning to have a positive effect on standards. By the end of Year 2, most pupils use capital letters and full stops in their writing. The most able use speech marks and question marks

and lively vocabulary such as *excited* and *brilliant* in their writing. Teachers encourage pupils to consider the words they use in their writing in lessons, when a great deal of emphasis is given to vocabulary and the choice of words and when they mark work and provide useful comments and praise such as '*Some super sentences. What a lot of adjectives*'.

80 The English co-ordinator provides a strong lead for the subject. By monitoring teaching, the co-ordinator and senior management team are improving teaching and learning. With the support of the co-ordinator and the successful use of the National Literacy Strategy, the school is in a good position to improve standards.

## **MATHEMATICS**

81 The results of the national curriculum tests for 11-year-olds in 2001 show a level of attainment that was above the national average. The results for seven-year-olds were well below the national average. Standards seen in school at the time of the inspection were slightly different. This year, pupils in Year 6 are on course to attain standards that are in line with expectations for their age. This is because there are more pupils with special educational needs in the present Year 6 classes. Pupils in Year 2 attain standards that are below expectations for their age. This is better than the results of tests indicate and is because of improved teaching as a result of the National Numeracy Strategy.

82 Standards have risen steadily since the previous inspection. This is because the co-ordination of mathematics is good. The successful introduction of the National Numeracy Strategy has done much to improve the quality of teaching and learning. The curriculum is full and varied, pupils gain knowledge and understanding from a variety of activities, including practical tasks. Planning is very well constructed to make sure the needs of all pupils are met in classes where there are pupils from more than one age group. Assessment of pupils' attainment is thorough so teachers know exactly what stage each pupil has reached in their learning. Test results are carefully analysed to identify weaker areas of learning so that the teachers can alter their planning accordingly. Pupils have individual targets set for them so they know exactly what to learn next. This means that each pupil is working at the right level of attainment. Teachers have received training in teaching the National Numeracy Strategy which has led to good quality teaching throughout the school. The co-ordinator monitors lesson planning and teaching to make sure the quality is consistent. Additional *booster* lessons are provided for pupils to improve their skills in preparation for the national tests. All these factors have had a positive impact on learning. Compared with their previous attainment, pupils now achieve well throughout the school, and particularly well in Years 5 and 6.

83 The quality of teaching and learning is good. Teachers are knowledgeable and competent in the subject. Skilled teaching and challenging activities keep pupils interested and involved. They particularly enjoy activities that include an element of fun, such as *follow on* games. By the age of seven, most pupils recognise two digit numbers, and add in tens up to a hundred. Higher attaining pupils know the two and five times multiplication tables and deal with larger numbers, up to 100. The most able pupils are beginning to understand algebra, when they work out the value of a shape that stands in the place of a number. By the age of 11 most pupils deal with numbers up to five digits, rounding to the nearest ten, or hundred. They know the multiplication tables up to ten and confidently multiply and divide large numbers. Pupils get to grips with fractions and decimals as well as expressing proportions in percentages. Higher attaining pupils use fractions to solve problems and can multiply and divide decimals to two places.

84 A good feature of the teaching is the way that teachers ensure that all pupils have equal opportunities to achieve their full potential. Teachers plan lessons well to meet the needs of all pupils in mixed-age teaching groups, including those with special educational needs. One of the reasons why the school's provision is so good is that teachers work very closely with support assistants to plan work. The high number of pupils with special educational needs means that teachers and support staff have to provide a wide range of activities, even within the sets, to ensure



that the needs of pupils are met. Teachers make sure the small number of pupils learning English as an additional language understand the lesson and make good progress by asking them specific questions to assess whether they understand the language and terminology. When pupils join the school part-way through their education, teachers assess what they know and provide work that matches their prior attainment.

85 Teachers make clear to pupils what they are learning, provide suitable activities for pupils of different ages and abilities and make good use of the concluding part of the lesson to reinforce the main points. However, they do not always use this part of the lesson to encourage pupils to evaluate what they have learned. By the age of seven, most pupils recognise and name common two-dimensional shapes, such as square, circle, triangle, and some three-dimensional shapes, such as sphere and cuboid. Higher attaining pupils recognise two-dimensional shapes such as pentagons, hexagons and octagons and three-dimensional shapes such as pyramids. Most pupils tell the time to the hour whilst some pupils tell the time to the quarter of an hour. All construct simple charts and they answer questions about these. However, pupils do not do as well in tasks that involve reading and writing. They are held back by their under-developed literacy skills. For example, when asked to solve mathematical problems that are written down, lower attaining pupils often struggle to read the question. This is a considerable handicap in national tests. The co-ordinator recognises the need for pupils to have more practice in solving written mathematical problems. This is one of the reasons why they do not perform well in national tests.

86 Teachers are skilled in managing pupils' behaviour so that they work hard and concentrate on their lessons. Pupils form very good relationships with adults and co-operate well with each other. For example, pupils in Years 5 and 6 work well in pairs to find out information from graphs.

87 Teachers make good use of questioning to make lessons lively and challenging but many lessons are too long to make the best use of the time. Teachers make insufficient use of information and communication technology to reinforce learning in mathematics. Another gap in the teaching in Years 1 and 2 is that teachers do not plan enough opportunities for pupils to use their mathematics to solve problems. Mental mathematics sessions are most often focused on acquiring a rapid recall of number facts and vocabulary and insufficient time is given to using these skills to solve problems involving number operations.

88 The great majority of pupils enjoy the subject. For example, they appreciate the provision of *target cards*, which are used to collect stickers awarded for the learning of multiplication tables and number bonds. These lead on to greater prizes, motivating pupils to learn at home as well as at school. Representatives from the local education authority present higher awards to pupils who reach the set standards. Many pupils earn the *Gold Award* before they leave the school.

## SCIENCE

89 Seven-year-olds do not reach the levels expected for their age, which means that standards have fallen since the time of the previous inspection. This is largely because the work given to the most able pupils is not demanding enough and consequently they do not achieve as well as they could. Eleven-year-olds reach the levels expected for their age and standards have been maintained since the previous inspection. This picture confirms the results of National Curriculum tests in 2001.

90 Throughout the school, standards are affected by the above average proportion of pupils with special educational needs and the high numbers of pupils who start at the school part-way through their education. Pupils' low attainment on entry to the school means that they have a lot of catching up to do and, in addition, a small number of pupils speak English as an additional language. The co-ordinator is aware of the difficulties presented by this set of circumstances and analyses the results of national tests very closely in order to identify gaps in teaching and learning. However, while this showed that fewer seven-year-olds than in most other schools reached the expected level, or a higher level, the co-ordinator looked at pupils' work to find the reasons for this.

91 There are two reasons why standards are not higher by the end of Year 2. First, teachers do not always plan work that is challenging enough for the most able pupils. On many occasions they do the same work as average attaining pupils. Until teachers begin to set more difficult work for these pupils it is unlikely that standards will rise and this prevents a small number of pupils from achieving as well as they could. The second reason why pupils do not do as well in classes in Years 1 and 2 is that teachers make too much use of worksheets to record work. While pupils who have difficulty with reading and writing benefit from this other pupils are not given opportunities to record their work as charts and tables of their own devising.

92 The quality of teaching has improved since the previous inspection and is now mostly good. Teachers struggle to overcome pupils' limited vocabulary by planning work that is often of a practical nature. For example, in an effective lesson pupils in the Year 3 and 4 class investigated whether there is a correlation between the length of shin bone and the size of skull. They measured themselves and others and recorded their findings as an easy to read table. This helped them make good progress and by the end of the lesson, they could answer simple questions using the results of their observations and respond to suggestions made by the teacher.

93 One of the strengths of the teaching is that teachers constantly emphasise the need to use accurate technical terms and scientific vocabulary. This is extremely important in a school where one seven-year-old could not name a tomato. In all lessons, teachers ensure that pupils use the right words. This happened in a good lesson in Year 2, when the teacher took time to explain the term *pulses*. Because the teacher used the word frequently, in questions and discussions, most pupils learned it and by the end of the lesson used the word in their explanations of healthy foods.

94 Teachers expect pupils to work hard and to behave well. This strength allows pupils to work productively and harmoniously. Teachers create a calm atmosphere and prevent pupils from calling out answers to questions and discouraging others. They make the subject interesting and explain scientific ideas sufficiently well so that pupils are enthusiastic and want to learn. Occasionally, teachers become over concerned with the maintenance of good behaviour in the class and this can lead to unnecessary interruptions and a decrease in pace of the lesson.

95 Teachers are good at assessing what pupils know. On a day-to-day basis they do this through careful questioning. Questions such as *'Why is it important we change only one thing?'* make pupils think about what they are doing. As a result, pupils in Year 6 know how to set up a test or experiment that is fair and how to alter one variable without affecting the others. Teachers also use questions to ensure that pupils who speak English as an additional language understand the terms and vocabulary being used. Although teachers ensure that pupils' work is marked, there is some inconsistency in how well this is done. Pupils in some classes benefit from having useful comments that tell them what they need to do to improve and give them a good understanding of their own learning. However, this is not always the case. Teachers use standardised tests to measure pupils' progress and predict the levels they will achieve at the end of each year. These procedures are good and provide teachers with a wealth of useful information about pupils. When pupils start the school part-way through their education, teachers use records from other schools or make their own assessments of what they know in order to ensure that work is pitched at the right level.

96 Much of the teaching is focused on learning scientific facts. While pupils have a sound grasp of the concepts of different materials and electricity, they sometimes fail to understand more abstract science. For example, pupils in Year 6 showed by their answers that they understood the effect of gravity. What they did not understand was that gravity affects all planets. Some believed that there is no gravity on the moon and that is why plants do not grow there.

97 Teachers plan appropriate opportunities for pupils to use their literacy and numeracy skills in science. They do not make sufficient use of computers to communicate results and findings or to research facts and figures. For example, pupils in Year 1 recorded their preferences for food as a

graph but were not taught how to do this using a computer. This is something that has been identified by the co-ordinator as an area to be monitored and improved in the coming year.

98 The subject is managed soundly. The co-ordinator has a clear idea of the strengths of the subject and knows what needs to be done to raise standards in classes in Years 1 and 2. This puts the school in a good position to make the few changes necessary to continue to improve the quality of teaching and learning.

## **ART AND DESIGN**

99 Standards in art and design are broadly in line with those expected nationally for pupils aged seven and 11. This was the picture at the time of the previous inspection. Many pupils achieve the levels expected for their age because they are not held back by their limited literacy skills. A major change since the previous inspection has been the introduction of a new scheme of work. This is based on a nationally recognised scheme to help to ensure that the pupils build their skills systematically but it also includes some successful elements from the previous scheme. It has been arranged so that art and design supports pupils' learning in other subjects. For example, pupils in Years 5 and 6 produced good quality clay and plaster models as part of their work on ancient Egypt.

100 Most of the teaching is satisfactory and ensures that pupils make steady progress in acquiring knowledge of art and artists and developing skills in art, craft and design. Teachers give younger pupils a wide range of experiences to develop their knowledge and skills in art. Sound teaching ensures that pupils have opportunities to use paint, pastel, pencil, biro and felt pens, collage and printing techniques. A good feature of the teaching is the way that staff ensure that pupils are taught the correct techniques for using each media. This happened in a good lesson when the teacher demonstrated the technique for printing and also used examples to give pupils in a Year 1 class a feel for what they could achieve. This not only motivated pupils to greater effort but also ensured that by the end of the lesson they had produced good quality prints of their own.

101 Teachers build well on these solid foundations during pupils' later years. An effective feature of the teaching in junior classes is the way that pupils are encouraged to explore and develop their own ideas and say what they think about the art of others. As a result, pupils in Year 6 talked knowledgeably about the artists Van Gogh, Leonardo da Vinci and Picasso and about their work. Although well informed about the artists they have studied in lessons, they are less knowledgeable about art from other cultures. By the time they leave the school pupils have experience of using a range of materials and techniques including clay, fabrics, marbling and junk modelling. They produce good quality pictures, an example being portraits done in pastel by pupils in Years 5 and 6, a significant number of which are of very good quality. The good quality of pupils' concertina type creations, which are a combination of a pastiche of a picture of a well known artist and a pattern show that they are capable of working carefully over a sustained period.

102 Teachers make good use of the time and talents of classroom assistants to work with small groups of pupils. Pupils who speak English as an additional language benefit especially from this arrangement but others gain from the opportunities to talk about art and their work in a small group. Teachers do not make sufficient use of information and communication technology to develop pupils' skills. Although keen to have a go, seven-year-olds had no idea how to use a paint program on computer and older pupils do not use CD ROMs<sup>5</sup> or the Internet to research information or look at examples of paintings. However, pupils in Year 6 have used a digital camera to take photographs of themselves, as part of their work on self-portraits. They then used a photocopier successfully to enlarge their initial sketches.

103 Although there are plenty of resources, teachers do not always give sufficient thought to the

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<sup>5</sup> Compact discs with a read only memory.

accessibility of media or tools or to the arrangement of furniture during lessons. This occasionally results in time being wasted as pupils have to move around the class to get what they need. It also causes pupils to disrupt the work of others. Sometimes this results in teachers being fully occupied supplying materials rather than offering help and guidance to their pupils.

104 Assessment procedures are not fully developed and although sketch books have been introduced into some year groups these have not been in existence long enough to provide any useful record of progress. The portfolio of artwork is a useful document. Examples of pupils' work are in photographic form rather than actual examples and the annotations of the ages of pupils and standards of work are not complete but there are extensive observations on techniques used and ways to develop pupils' skills.

105 The subject is led and managed satisfactorily. The co-ordinator provides useful help and advice for colleagues and monitors teachers' planning to ensure that all aspects of the curriculum are taught. This monitoring has not yet been extended to observations of the quality of teaching and this prevents the co-ordinator from sharing the best teaching within the school. This has rightly been identified as the next step to improving the quality of teaching and learning, which places the school in a good position to be successful.

## **DESIGN AND TECHNOLOGY**

106 Standards have been maintained since the time of the previous inspection and are typical of seven and 11-year-olds. They do well because they are not held back by their limited language and literacy skills.

107 As they get older most pupils make good progress in both the designing and making aspects of their work. Pupils succeed in designing and making good quality products from a range of materials and components. Throughout the school, pupils make well-constructed models of varying sizes from commercial kits. Pupils in Year 1 produce attractive models made from waste material, carefully finished in paint. By the end of Year 2, pupils design and make attractive puppets using wood and textiles. They are careful when sawing and drilling and evaluate their well-finished products in discussions with the teacher and other pupils. In Year 3 pupils visit a local supermarket as part of their work on packaging. They take apart a variety of packages and work with nets to design their own prototypes. After selecting the appropriate tools and materials they produce and evaluate their own well-finished packages. Pupils in Year 4 design and make an appetising item of savoury food suitable for use in a packed lunch. This is linked with work on healthy eating. Part of the evaluation process involves eating the finished product. After taking apart and investigating toys for babies, pupils in Year 5 and 6 designed and made attractive toys using a variety of skills associated with fabric work. A particular strength in the work of older pupils is the link the school has established with a local industrial firm. The challenges provided by this association lead to work of a high standard and involve the use of a wide range of materials, tools and techniques. For example, pupils design and make well finished model security gates. They produce well-finished wheeled vehicles, which are thoroughly tested and evaluated. Teachers do not use computers to reinforce or extend pupils' design skills in this subject. This is an area that the co-ordinator has rightly identified as a priority for further development.

108 In the one lesson seen the quality of teaching was good. The teacher's good subject knowledge was carefully explained to enable pupils to understand and make examples of pivots and linkages to be used in moving pictures. Expectations were high. Pupils were challenged to apply their existing knowledge of pivots in a new situation. This helped to increase their knowledge and extend their skills. The management of pupils was good so that pupils worked enthusiastically and behaved well. The co-ordination of the subject is good. The subject is well organised and staff are well supported. There is a clear understanding of how the subject is to be developed in order to raise standards.

## **GEOGRAPHY**

109The quality of provision has been maintained since the previous inspection and standards are typical of seven and 11-year-olds. Pupils achieve well, compared with their prior learning.

110One of the reasons for this is that teachers ensure that everyone has equal access to the curriculum and equal opportunities to make progress. Pupils with special educational needs, those who speak English as an additional language and pupils who start the school part-way through their education are all given the help and support they need to keep up with their classmates. Teachers ensure that they understand by asking them carefully directed questions, especially checking that pupils who speak English as an additional language understand terminology such as disassemble. As a result, all pupils progress at the same good rate.

111The subject is managed well. The co-ordinator has put in place a scheme of work that is based on the nationally recommended curriculum document. This ensures that the topics planned by teachers cover all of the knowledge and skills that pupils are expected to learn as they get older. It provides the necessary structure for pupils to build up knowledge and skills in a systematic way, forming a secure foundation for future learning.

112Teaching and learning are good. Teachers' planning shows the schemes of work are implemented in each key stage, and the curriculum is structured. Pupils demonstrate a good attitude towards their work and are usually keen to talk about their ideas. Teachers base their lessons as much as possible on pupils' real life experience. This helps them to understand what they are learning.

113The teaching methods are effective. Pupils gain satisfactory understanding of maps and plans and the use of keys. Pupils in Years 1 and 2 follow a simple map of the locality and recognise the prominent features, such as houses, shops and factories, from their own experience. They make and use simple colour coded keys and can place these correctly on the map. Pupils in Years 3 and 4 understand the climatic differences between countries in different parts of the world and how this affects peoples' lives. They know, for example, that countries situated near the equator are always hot. Pupils in Years 5 and 6 study maps on a countrywide scale, in their investigation of a coastal town, for example. They read Ordnance Survey maps, using standard keys to understand what the map means. Pupils successfully relate photographs of the locality to features observed on the map. They develop more awareness of the geographical features of their own locality by comparing it with contrasting locations, such as a small village that they visit on field trips.

114One aspect of teaching that is not done well is that teachers make insufficient use of information and communication technology. They plan very few opportunities to use CD ROMs or the Internet to research facts, which restricts the progress they make in this aspect of geography.

## **HISTORY**

115Standards have been maintained since the time of the previous inspection and are typical of seven and 11-year-olds. Despite the low levels of literacy skills, particularly among the younger pupils, they generally achieve well. This good achievement is helped by good class management by teachers, which ensures that pupils behave well and focus on their work, and a well thought out scheme of work. This allows for lots of practical, first hand experiences for the pupils and makes full use of the very good local resources and museums. Pupils in Year 2 study the life of Amy Johnson who had considerable connections with Hull and pupils in Years 5 and 6 visit a museum located at an erstwhile prisoner of war camp as part of their study of World War 2. Teachers prepare separate work for pupils of different abilities and this, combined with good levels of well skilled classroom support staff means that most pupils, including those with special educational needs, make good progress in relation to their previous levels of learning. This practical approach

also helps pupils who speak English as an additional language and they too make good progress.

116By the time they reach the age of seven, pupils start to develop a sense of chronology by constructing family trees. They start to distinguish between ways of life at different times by researching into the ways shopping has changed. They know about the lives and work of people of importance with local connections like William Wilberforce. Higher attaining pupils are able to recall details from field trips like the painting of false windows on walls brought about because of the imposition of the *window tax*. Pupils in classes in Years 1 and 2 often record their work by completing worksheets. This means that lower attaining pupils are not unduly hindered in their historical learning by a lack of literacy skills. Although higher attaining pupils complete the same work sheets they are often expected to write extended answers, which helps to develop their writing skills and extends their learning of historical events and facts.

117By the time they are eleven, pupils have a good knowledge of other civilisations like the ancient Egyptians. They are comfortable with terms like *shadoof*, and *cartouche*. They are able to research into matters like the significance of the different Egyptian gods. Pupils speak enthusiastically about their work and are able to discuss differences between life in 1930 and today. They remember an impressive amount of detail about field trips which they enjoyed and appreciated. Lower than average literacy skills are still a handicap for some pupils but the use of specially prepared work sheets and individual help in recording from teachers and other adults means that these pupils achieve at least satisfactorily.

118The quality of teaching is consistently good. Teachers work together to plan their work in cycles of two years. Good class management brought about by the friendly but firm and challenging approach of teachers means that pupils behave well and means that they are able to undertake research. Well prepared tasks and good deployment of knowledgeable support staff mean that pupils are able to undertake research at levels suitable for their abilities. Teachers generally have good subject knowledge and back this up with relevant and appropriate resources. Pupils in Year 2 were fascinated to see photographs, taken by teachers, to introduce them to facts about the life of Amy Johnson prior to a field trip to some of the actual sites. Teachers make good use of video tapes to engage pupils' interest but, yet, little use is made of computers to help learning and this remains an area for development. The curriculum is designed so that art and design supports learning in history. For example, pupils in Year 5 and 6 work collaboratively and individually making death masks and *shabti* figures.

119Pupils generally have positive attitudes towards history and this helps their learning. They are enthusiastic, work together well and focus on their work when not being directly supervised.

120Assessment procedures are being introduced but these have yet to have any impact on learning. Teachers, particularly those of the older pupils, mark pupils' work well, offering encouraging remarks and suggestions for improvement.

121The co-ordinator is well informed and enthusiastic but is not in the position to directly monitor teaching standards. Plans to link the development of literacy skills through the teaching of history combined with the lively, practical approach to the subject suggests that there is the capacity for further improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122Standards in information and communication technology have fallen since the previous inspection and are now well below what is expected of seven and 11-year-olds. This is a key issue for development and something that has been rightly identified by the co-ordinator as a priority within the school's plan for improvement.

123The main reason why standards are lower than they were at the time of the previous inspection

is that teaching is generally unsatisfactory. A number of teachers still lack the confidence and expertise necessary to teach the subject. They have not had sufficient training and are unfamiliar with the rapidly advancing resources. Computers have not been used often enough and during the inspection, many of those outside of classrooms were left idle for long periods of time. Without the practice necessary to increase and extend their skills, seven-year-olds have only a limited understanding of how to use computers. They do not know how to save or print work or how to access simple programs from discs and CD ROMs. When word processing they struggle to find each letter, often having to go along each line before they make a guess. Their problems are added to by the fact that many have limited knowledge of letters and this holds them back. In classes in Years 3 to 6, teachers at the top end of the school are confident but by then pupils have lost so much ground that it is difficult for them to catch up. Those pupils in Years 5 and 6 have a particularly long way to go. Many struggle with word processing and they have very little idea of how to combine text, pictures and sound on computers. Their understanding of how to use spreadsheets and databases or control technology is very poor.

124Another reason why teaching has in the past been unsatisfactory is that work did not always build on pupils' prior attainment. This is because there had not been sufficient improvements to the systems for assessing and recording what pupils could do. Without a starting point for planning work or a scheme to give them guidance, teachers were unable to plan work that built on what pupils could already do. This is a significant factor in why pupils' progress has been so slow. However, the co-ordinator has devised a system for assessing and recording, which is likely to provide teachers with the information they need to ensure that work gets progressively more difficult as pupils get older.

125In classes in Years 1 and 2, computers are used well to support pupils with special educational needs. Classroom assistants and support staff spend time with individual pupils working on programs to extend their knowledge in reading and mathematics. In this respect pupils with special educational needs often get more opportunities to use computers than other pupils.

126In recent months, the school has invested heavily in the purchase of computers, hardware, and other resources in order to provide a suite where pupils can learn and practise their information and communication technology skills. This puts the school in a good position to be able to make the changes necessary to get the ball rolling. Pupils are tremendously keen to get into the suite and use the computers. They behave sensibly and well during lessons and treat the equipment with respect. It is noticeable that when asked to share computers they do so; waiting patiently for their turn and helping one another when they get stuck.

127The lessons seen during the inspection were all taught well. In a good lesson, pupils in Years 5 and 6 made rapid progress in word processing and gained confidence in using the computers because the teacher was very explicit in his instructions about how to use the program and allowed them sufficient time to practise their skills. As a result, everyone left the room feeling that they had succeeded and by the end of the lesson most pupils could change font size and colour and make headings.

128The co-ordinator has a good knowledge of the subject and a clear idea of what needs doing to raise standards. Next term all teachers will have further training to increase their expertise. The school has recently appointed a technician to provide on-the-spot help in the computer suite and classrooms. This is already having a marked impact on the quality of teaching because teachers are more confident knowing that someone is on hand should things go wrong. This has been particularly beneficial as teachers and pupils have got to grips with new programmes and systems for logging on to the computer.

## **MUSIC**

129Standards are typical of seven and 11-year-olds. This is a similar picture to the time of the

previous inspection. The school has a strong tradition of choral music. The choir performs in festivals and for local residents. It is very successful in competitive events. Pupils have the opportunity to play the flute, percussion, clarinet and recorder in lessons taken by visiting teachers and those who take advantage of this make good progress. The school has two talented pupils who are doing well as a result of this extra tuition.

130 Most pupils make steady progress as they get older. Pupils in Year 1 recognise and know the names of a range of musical instruments, such as violin, flute and oboe. They begin to understand how instruments produce sounds and how they might reflect mood and character. By the end of Year 2, most pupils understand, produce and follow rhythms using clapping and percussion instruments. They begin to use notation in order to indicate duration. Pupils in Year 4 produce simple musical sentences in developing their understanding of pitch and dynamics. They combine and use sound expressively, using their voices and clapping patterns. Most pupils listen attentively so that they are able to respond to changes in the music. By the end of Year 6, pupils listen attentively to classical composers. They know about composers such as Holst, Vivaldi and Beethoven. Most pupils are able to interpret the moods and ideas of pieces of classical music such as *The Planets Suite*. They compose their own pieces to reflect similar themes using their own notation and tuned and untuned percussion instruments.

131 The quality of teaching is never less than satisfactory and occasionally good. Teachers generally have a sound knowledge of the subject. For example, a teacher in Year 1 made good use of her playing skills in order to increase pupils' knowledge of musical instruments and to illustrate aspects of *Peter and the Wolf*. Teachers generally have high expectations, which help to lead pupils towards high achievement. This is reflected in, for example, the work in Year 6 where pupils collaborated in groups in order to plan and perform their own compositions. Teachers do not make sufficient use of information and communication technology to widen pupils' opportunities to listen to, appraise and compose music.

132 Teachers manage pupils very well so that they behave well and are eager to improve their knowledge and skills. This was seen in Year 4 where, in spite of unanticipated difficulties with the video machine, pupils sustained their concentration and increased their knowledge of dynamics. Teachers plan their work clearly and link it closely with previous lessons. This enhances pupils' learning because it enables them to build on to existing knowledge and skills.

## PHYSICAL EDUCATION

133 Standards are typical of seven and 11-year-olds in gymnastics, dance and athletics. Pupils achieve good standards in sports and the school's teams are very successful in football and rugby leagues. Last year, standards in swimming were disappointing with just over half of the pupils in Year 4 being able to swim the recommended distance. While boys and girls do equally well at swimming, games and outdoor activities, girls are more graceful at gymnastics and dance.

134 The teaching of gymnastics is satisfactory. A feature of the teaching is the knowledge teachers have of how to teach gymnastics and games. In classes in Years 1 and 2, pupils are shown the right way to perform moves such as forward rolls so that by the time they are in Years 3 to 6 they perform sequences of movements with control and accuracy. Throughout the school, teachers ensure that lessons begin with aerobic activities and stretches to prepare the muscles for strenuous exercise. Pupils generally enjoy these sessions, especially when they involve having to stop and start quickly or amusing activities such as calling out responses at the teacher's direction. However, as the lessons continue, teachers miss the opportunity to remind pupils about the effect of exercise on their heart. During the inspection this was not observed in any lesson.

135 One of the good features of the teaching of gymnastics is that pupils are taught to get out the apparatus safely. Teachers insist on good behaviour and pupils who behave in an unsafe way have to sit out for a couple of minutes until they have calmed down. This firm management works well



but occasionally slows the pace of lessons. When lessons are already short; often only half an hour long, the effect is that pupils have very little time to practise their skills. This prevents standards in gymnastics and dance from being higher.

136The teaching of dance is also satisfactory. Teachers frequently use recorded tapes to give structure to their lessons. Mostly, they stop the tape in order to talk about the story and the expression required. This happened in a lesson when pupils in Year 2 danced and acted out part of the story *We're Going on a Bear Hunt*. Because they followed the teachers' examples most pupils danced in an expressive way that showed how they would feel as they ran from the bear. A good feature of the lesson was that teachers made the link with literacy by looking at the book and having already read the story to pupils. However, the short time of the lesson meant that there was insufficient time for pupils to look at the performance of others or discuss the elements of their dance and this prevented them from making faster progress.

137The school meets requirements to teach pupils in Years 3 to 6 to swim. Pupils in Year 4 are taught at a nearby pool, where they are given tuition from trained swimming instructors. Pupils do not always achieve the standards expected, partly because the pool is not always available and partly because they do not get sufficient practice.

138A good feature of the teaching of physical education is that older pupils get the chance to experience adventurous outdoor activities, such as orienteering. This takes place during the annual visit to an activity centre. Because pupils stay for several days, the visit is an important aspect of how the school promotes pupils' social and personal development. Younger pupils say they look forward to this trip and are keen to talk about assault courses, night walks and maybe camping out.

139The teaching of games is good. Teachers make sure that lessons build on what pupils can already do, for example, pupils learn to throw, catch and bat balls in Years 1 and 2 and then put these skills into practice in classes in Years 3 to 6, when they play football, rugby, basketball and netball. Pupils have many opportunities to improve their skills in after school sports activities and when school teams play in tournaments with other local schools. These are extremely popular and matches are supported well by parents. Last year the girls and boys teams won tournaments and pupils are rightly proud of their school's success.

140A key feature of the teaching of physical education is that everyone has equal access to the curriculum and equal opportunities to make progress. Boys and girls play in football teams and sometimes play in the same team. Pupils with special educational needs and those who speak English as an additional language are encouraged to play a full part in lessons and enjoy the robust activities as much as anyone else. This is very much an area of the school's work where everyone is included and because everyone gets to have a go all pupils feel that they have achieved success.

141Since the previous inspection, there have been several improvements to the school's provision for physical education and the way it is managed and led. The co-ordinator has worked hard to support teachers, provide training and so raise the quality of teaching. All of these strategies have been successful and there is now no unsatisfactory teaching. Teachers now have detailed guidelines to help them plan work. The success of this is evident in improved planning and clear progression in how pupils learn skills. The co-ordinator has rightly identified the next steps as being to devise procedures for assessing and recording what pupils can do and to begin to monitor the quality of teaching in a more rigorous way.

## **RELIGIOUS EDUCATION**

142Pupils achieve well and meet the standards expected in the local education authority's syllabus at the ages of seven and eleven. The subjects supports the aims and values of the school well and makes a good contribution to the spiritual, moral, social and cultural development of the pupils.

143The quality of teaching and learning is good. Pupils, including those with special educational needs, and those learning English as an additional language, develop a positive attitude to the subject. Teachers plan carefully, with clear objectives for the lesson, so pupils develop an appropriate understanding of the Jewish, Christian and Muslim faiths. By Year 2, pupils are developing insight and understanding into life events that take place in the family, such as, birth and baptism. They understand that people all around the world hold family celebrations at significant times of the year, such as Christmas, Eid and Chinese New Year, and that religious festivals are an important part of life in the family and faith community. Lessons are appropriately based on a variety of activities to promote conceptual understanding, such as discussion, circle time and role-play. Literacy plays a small part in most of the lessons seen and teachers make insufficient use of information and communication technology in their lessons.

144Teachers provide interesting activities and resources to involve pupils in the lesson and broaden their understanding of religious rites, such as baptism. Pupils in Year 2 spend time thinking about what, as godparents, they would teach a godchild. Pupils made a variety of responses, ranging from teaching kindness and consideration to offering practical advice, such as avoiding mousetraps. The following day, the local vicar very successfully led a role-play baptism. Pupils' reactions showed appropriate understanding of the rite and a wide-eyed spiritual response to the event.

145Teachers build good relationships with pupils that enable the pupils to share their thoughts and beliefs with sensitivity, when talking about precious objects and religious symbolism, for example. Pupils think hard and express their thoughts readily. Teachers use questions well to extend pupils' understanding of elements of religion which are common to all faiths, developing respect for religious values and beliefs. By the age of 11, pupils have developed a sound knowledge and understanding of three major world faiths. They understand the significance of religious traditions and learn about practice, customs and celebrations within the faiths. They appreciate the importance of religious artefacts, such as prayer beads, and symbols, such the cross, and the role they play in worship. Pupils value and respect religious traditions other than their own. Those in Years 5 and 6, for example, learned about the trust that the Israelites put in Moses to lead them out of Egypt. This lesson was enhanced by practical *trust games* where pupils had to nominate others they could trust not to let them down in a practical situation. The pupils then reflected on what they would take with them in similar circumstances, realising the value of basic requirements such as food, shelter and precious belongings that mean a lot to them, such as pets.

146 The subject is managed effectively and the co-ordinator has helped colleagues successfully augment the local education authority's Agreed Syllabus to meet new curriculum requirements. Pupils have the opportunity to visit a church and a synagogue to enhance their learning. The school welcomes visitors of all faith backgrounds to enhance pupils' understanding.