

INSPECTION REPORT

Adelaide Primary School

Kingston upon Hull

LEA area: Kingston upon Hull

Unique reference number: 117714

Headteacher: Mrs K Tait

Reporting inspector: Mrs E M D Mackie
No: 23482

Dates of inspection: 21 - 24 May 2001

Inspection number: 197438

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 category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Walker Street
Kingston upon Hull

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Appropriate authority: The governing body

Name of chair of governors: Mr A Clarke

Date of previous inspection: September 1997

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23482	Mrs E M D Mackie Registered Inspector	Information and communication technology Art Design and technology Provision for children in the foundation stage.	What sort of school is it? The school's results and pupils' achievements. How well are the pupils taught? What should the school do to improve further?
19446	Mrs S Wood 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	English Religious education Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
19120	Mrs P Parrish Team Inspector	Mathematics Geography Physical education	How well is the school led and managed?
8420	Mrs V Roberts Team Inspector	Science History Music Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Adelaide Primary School is situated on the edge of the city centre of Kingston upon Hull. It is an average-sized primary school for pupils aged from three to eleven and currently has 230 on roll, including 18 children who attend part-time in the nursery. Most pupils come from the surrounding area, where there is mainly rented property, consisting of houses and flats. Levels of social and economic deprivation are high. Children are admitted to the nursery class in the term after their third birthday. They join the reception class at the beginning of the term in which they are five. When they start in the nursery, most children have levels of attainment which are well below those expected for their age. There are currently 66 children in the Foundation Stage for children under six, of whom 26 are in the reception class. There is a general balance of boys and girls in the whole school. There are currently 30 pupils from minority ethnic groups; 24 of them are from asylum-seeking families and they have recently joined the school and are in the early stages of learning to speak English. Their principal home languages are Farsi, Arabic and Kurdish. The proportion of pupils eligible for free school meals (56.5 per cent) is well above average for schools nationally. The percentage of pupils on the school's register of special educational needs (42.6 per cent) is well above the national average.

HOW GOOD THE SCHOOL IS

This is a good school where pupils achieve well. The good quality of the teaching contributes significantly to the rising standards in all subjects. The school's attention to the pupils' personal and social development is very good, so that most pupils behave well and enjoy coming to school. The leadership and management are very good. There is a very clear sense of purpose and direction in the school's work and the positive ethos includes high expectations of all pupils and staff. The school has a shared commitment to improvement and the capacity to succeed. It gives good value for money.

What the school does well

- Pupils, including those who have special educational needs, achieve well by the time they are eleven years old, when they reach the expected standards for their age in many subjects and above average standards in art. (Achievement refers to the progress which pupils make over time in relation to their starting point.)
- Pupils have positive attitudes to school; most pupils behave well and relationships are very good.
- The quality of teaching is good overall. It is very good in the nursery and reception classes.
- The quality and range of learning opportunities are very good for children in the nursery and reception classes and good in the rest of the school. The school has successfully introduced the nationally recommended strategies for literacy and numeracy.
- Provision for pupils' moral and social development is very good and procedures for the care and protection of pupils are good.
- The school works well with parents.
- The headteacher provides very good educational direction. The deputy headteacher and key staff contribute very well to the running of the school.
- The governors fulfil their responsibilities very well and play a significant role in setting appropriate priorities for the school's development.

What could be improved

- *Despite rising standards since the last inspection, pupils' attainment in English, mathematics and science is still not high enough by the time they are seven and eleven years old.
- *There is insufficient specialist support for pupils who speak English as an additional

language.

- There is no overall plan for the professional development and deployment of non-teaching staff.
- *Attendance levels are below the national average and a significant number of pupils arrive late, in spite of the school's regular reminders to parents.

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

** The school has already identified these issues for improvement.*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in September 1997 identified seven important issues which governors and staff needed to address. The school has made good progress in overcoming these weaknesses and:

- there are now well documented and implemented programmes for the development of pupils' skills in speaking and writing;
- standards have been raised in English, mathematics, science, design and technology, geography and religious education and there are detailed schemes of work for all subjects;
- the roles of curriculum co-ordinators have been developed further so that they monitor the effectiveness of curricular provision;
- programmes for monitoring and evaluating the quality of teaching clearly identify areas for improvement;
- teachers set clear objectives for lessons, which are firmly linked to the National Curriculum;
- assessment procedures have improved and information is used consistently to inform planning; and
- teachers use a range of appropriate strategies so that pupils achieve well in lessons.

STANDARDS

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

Performance in:	compared with			similar schools	Key well above A average B above average C average D below average E well below average E* very low
	all schools				
	1998	1999	2000		
English	E*	E	D	B	
mathematics	E	E	E	C	
science	E	E	E	D	

In 2000, the school's performance in national tests for eleven-year-olds was below or well below the national average. However, when compared with that of schools in similar contexts, it was above average in English and average in mathematics. It was below average in science. Over the past five years, the trend in the school's test results in all three subjects has been upwards and above the national trend. Inspection findings show that standards in English and mathematics are well below average for current eleven-year-olds. They are below average for science. This is because of the high proportion of pupils who have special educational needs. The attainment of nine and ten-year-olds reflects the upward trend recorded since 1996. There is a high level of commitment from pupils, staff and governors to raising standards. Targets set with the local education authority were exceeded last year, but this year they present a difficult challenge for the school.

In the 2000 national tests and assessments for seven-year-olds, pupils' results were well below

average in reading, writing and science and below average in mathematics. Results compared with those in similar schools were below average in reading and average in writing and mathematics. The systematic teaching of letter sounds and emphasis on mental arithmetic provide pupils with a secure base on which to build future learning, but standards for seven-year-olds are still below expectations. However, the trend has been strongly upwards over the past five years in writing and mathematics though it is not so marked in reading.

In art, standards are above those typically seen for seven and eleven-year-olds. In all other subjects, standards are in line with expectations throughout the school. This improvement since the last inspection reflects the improved quality of the teaching, the well-organised curricular provision and the greater involvement of key teachers in the monitoring of standards. Teachers provide relevant activities which stimulate pupils' interest and motivate them to learn. Standards in religious education meet with the expectations outlined in the locally agreed syllabus.

In the nursery and reception classes, children make good progress but still do not reach the early learning goals in personal and social development; communication, language and literacy; mathematical development; knowledge and understanding of the world and creative development. However, they achieve appropriate levels in physical development, although their manipulative skills are underdeveloped. Children progress well because of the very good teaching and secure staff understanding of the needs of young children.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy coming and want to do their best. They listen well and get on with their work.
Behaviour, in and out of classrooms	Good. This has a positive impact on pupils' learning and is a significant feature in the improvement in standards.
Personal development and relationships	Good. Pupils understand the impact of their actions on others and relate very well to other people in the school.
Attendance	Unsatisfactory. It is below the national average. It has a negative effect on the progress of pupils who are often absent or late.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and this has a positive impact on pupils' learning and the raising of academic standards. Teachers work hard and serve the pupils very well. The teaching was very good or better in 30 per cent of the lessons seen, good in 52 per cent and satisfactory in 18 per cent. These findings are an improvement on standards reported in the last inspection. Teaching is of a particularly high quality in the nursery and reception classes. During the inspection, the overall quality was rather better for five to seven-year-olds than for seven to eleven-year-olds, where lessons occasionally lacked pace, but there is evidence of very good teaching throughout the school.

The overall quality of teaching in the core subjects of English, mathematics and science is good. In art, teaching is very good throughout the school. In ICT and history, it is good. In design and technology and religious education, it is sound for five to seven-year-olds and good for seven to

eleven-year-olds. Teaching in geography and physical education is satisfactory for seven to eleven-year-olds. No judgement is given for the quality of teaching throughout the school in music or for five to seven-year-olds in geography and physical education. Because of the high quality of teaching in most lessons, most pupils make good gains in learning throughout the school. Their needs are met well and they gain skills, knowledge and understanding in a systematic way. Support staff play a significant role in the good provision for pupils with special educational needs. Teachers and classroom assistants give sensitive support to pupils who speak English as an additional language, but there is insufficient specialist expertise in the school to meet the needs of these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in the nursery and reception classes and good for five to eleven-year-olds. The national strategies for literacy and numeracy have been planned and implemented effectively. The curriculum includes relevant activities which help pupils to learn in a progressive, rigorous and enjoyable way.
Provision for pupils with special educational needs	Good. The school's co-ordinator works well with teachers and support staff to ensure that individual education plans are followed effectively. Outside agencies are used appropriately to provide support and advice.
Provision for pupils with English as an additional language	Unsatisfactory. The school staff work conscientiously with these pupils but there is insufficient expertise in the school to meet their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good. The strength of this provision has had a significant impact on the improvements in the school. It contributes well to the positive ethos.
How well the school cares for its pupils	The standard of care is good. Assessments of pupils' academic and personal development are used effectively to provide appropriate work for pupils and guide them sensitively as they grow older. Procedures for monitoring pupils' attendance are good but a significant number of parents do not respond to the school's requests for support.

The school works well in partnership with parents. Information on school events is shared appropriately with them. Although information on what the pupils are learning is not regularly included in newsletters, details of the curriculum and plans for each term are displayed in the entrance hall. Annual reports on pupils' progress are of good quality and there are two open evenings each year for parents to talk to teachers. The school welcomes dialogue with parents and there is an 'open door' policy which allows for them to discuss any concerns or ideas with the headteacher. The school provides regular homework so that parents can support their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads the school very well. She provides very good educational direction, which is a major factor in raising standards. Teachers with management responsibilities fulfil their roles conscientiously.

How well the governors fulfil their responsibilities	Very well. Governors have a very clear picture of the strengths and weaknesses of the school. They identify appropriate priorities and plan well to make improvements. Benefits to pupils are not always identified in the school development plan.
The school's evaluation of its performance	Good. Because the governors and staff are honest and open about the school's strengths and weaknesses, they are able to deal with issues rigorously and overcome them.
The strategic use of resources	Good. Funds are used appropriately for the purpose for which they are intended. Governors manage the finances of the school well and give appropriate consideration to the effectiveness of their spending.

Resources are obtained at the most competitive prices and the school uses them in the best possible way.

Staffing levels are satisfactory. Most pupils are well supported by teachers and classroom assistants. Professional training for teachers is well organised and of good quality, but there is no clear plan for the professional development and deployment of non-teaching staff. Specialist support for pupils who are in the early stages of learning to speak English is inadequate. The quality of the accommodation is good and it is well cared for. The surface of the playground is in need of improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The children behave well. • The quality of teaching is good. • They feel comfortable in approaching the school with any problems. • The school expects their children to work hard and achieve their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • A significant number of parents do not think that the school provides an interesting range of activities outside lessons. • Some parents feel that the school does not work closely with them or keep them sufficiently informed about their children's progress. • The school does not set the right amount of homework.

Inspectors agree with parents' positive views of the school. The school uses homework well to involve parents in their children's learning. The amount set is satisfactory and is similar to that set in many primary schools. Parents receive good levels of information on their children's progress in annual reports and open evenings. There is an 'open door' policy, or appointments can be made, if parents wish to know more about how their children are getting on. The school works hard to make positive links with parents. They are encouraged to help in school and with their children's learning at home. There is a good range of extra-curricular activities, including opportunities for pupils to take part in sport, craft activities, gardening and homework club. There is also a breakfast club.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has taken a robust approach to improving standards. The trend in the school's results for English, mathematics and science for eleven-year-olds was above the national trend from 1996 to 2000. Since the time of the last inspection in 1997, results for eleven-year-olds have risen dramatically in all three subjects. The percentage of pupils achieving the expected levels has risen:

- from 19.3 per cent to 60 per cent in English;
- from 22.5 per cent to 60 per cent in mathematics; and
- from 12.9 per cent to 65 per cent in science.

2. The trend upward for seven-year-olds has been equally dramatic in writing and mathematics but in reading, there has been less improvement compared with national averages. However, since the last inspection, the percentage of pupils achieving the expected levels has risen:

- from 40 per cent to 77 per cent in reading;
- from 56 per cent to 77 per cent in writing; and
- from 52 per cent to 88 per cent in mathematics.

3. In the 2000 National Curriculum tests for eleven-year-olds, the school's performance in English was below the national average compared with that of all schools nationally but above average compared with that of similar schools. In mathematics, results were well below average compared with those of all schools but average when compared with those of similar schools. In science, pupils' performance was well below the national average and below the average achieved in similar schools. Boys performed better than girls in English and mathematics and the school is considering ways to improve the performance of girls. On the evidence of current inspection, standards in Year 6 remain well below average in English and mathematics and below average in science. This class has a large proportion of pupils who have special educational needs. A significant number of pupils who have recently joined the school are in the early stages of learning to speak English. Scrutiny of pupils' work in Years 4 and 5 shows that overall standards are improving and pupils achieve well. In its drive to raise standards, the school arranges extra classes to boost the performance of all pupils in Years 5 and 6 in English and mathematics. The targets set with the local education authority for English and mathematics in 2000 were exceeded, but this year's targets present a tough challenge for the school.

4. In the 2000 national tests for seven-year-olds the school's performance in reading and was well below the national average for all schools in reading and writing and below average in mathematics. Its performance compared with that of schools in a similar context was well below average in reading but average in writing and mathematics. In teacher assessments in science, results at the expected level were well below average. Girls performed better than boys in reading and mathematics but boys performed better in writing. The evidence of the present inspection indicates that standards for seven-year-olds are below average in English, mathematics and science. This does, however, represent good achievement in view of pupils' low start. Increasing numbers of pupils are achieving the levels expected nationally when they are seven and eleven years old. This reflects the school's rigorous introduction of the national initiatives for literacy and numeracy. In addition, staff have analysed the school's results in national tests in order to build on strengths and overcome weaknesses.

5. Children enter the nursery with levels of attainment which are well below those expected for their age. Despite good progress in the nursery and reception classes, the children do not achieve the nationally agreed early learning goals in personal and social

development; communication, language and literacy; mathematical development; knowledge and understanding of the world; and creative development. Their physical development is broadly average, but manipulative skills are underdeveloped. Children make good progress because of the very good teaching and support based on secure understanding of the needs of young children. The planning of the curriculum is very good and staff create an encouraging atmosphere in which children learn systematically and happily.

6. By the time they are seven years old, most pupils gain skills, knowledge and understanding of English at a good rate and achieve well from a low base. All pupils develop their speaking and listening skills effectively and widen their vocabulary consistently in all subjects but a significant number of pupils cannot express their ideas and views confidently. Specific subject vocabulary is taught and pupils are encouraged to use it so that they are more able to make clear what they mean, ask questions and share their thoughts with other people. Pupils enjoy reading and experience a wide range of texts so that they practise their skills in all areas of the curriculum. Slower learning pupils read hesitantly; they use illustrations to help them to understand stories. The school emphasises the step-by-step teaching and learning of letter sounds and patterns so that pupils make good gains in reading, writing and spelling. Most pupils use capital letters and full stops confidently to demarcate sentences and develop satisfactory levels of writing to express ideas or show a sense of narrative. In mathematics, the majority of pupils acquire a range of strategies to answer quick-fire questions in mental arithmetic sessions. A significant number of pupils, however, need the skilful intervention and support of staff to tease out their thoughts during individual and group work. Pupils develop an increasing awareness of the use of mathematics in everyday life; for example in weighing, measuring and shopping. In science, practical investigations help pupils to gain a deeper understanding and knowledge of the world around them. Most pupils develop skills of observation and recording at a good rate but their lack of appropriate vocabulary hampers the progress of a significant number of pupils, particularly those who have special educational needs or who are in the early stages of learning to speak English.

7. Because of the very good relationships in the school, most eleven-year-olds answer teachers' questions confidently and are keen to contribute their ideas, but a significant number of pupils are unable to express themselves effectively and still need help from staff when formulating questions and ordering their answers during discussion periods. Pupils benefit from reading together from enlarged texts during the literacy hour. They explore spelling patterns, look for specific punctuation and consider how words are used to create a range of effects. Consistent teaching of spelling and regular practice in basic grammar give pupils a good grounding so that they achieve increasingly effective writing skills. They write for a good range of purposes and use their literacy skills effectively in other subjects. In mathematics, pupils' positive and enthusiastic approach to mental arithmetic helps them to gain increasingly secure knowledge of the four rules of addition, subtraction, multiplication and division of numbers. However, many pupils have difficulty in using this knowledge to solve practical problems which are expressed in words rather than figures. In science, pupils gain knowledge and understanding at a good rate because of the school's practical approach and the enrichment of the curriculum through the imaginative use of the school grounds.

8. Seven and eleven-year-olds achieve at levels typical for their age in ICT. Pupils use the mouse confidently and are adept at using the keyboard for word-processing and simple editing. They drag images across the screen and locate them accurately. They use simple programs to extend their learning in literacy, numeracy, geography and art. As they grow older, pupils gain increasing experience with data-handling, control and modelling to achieve appropriate standards. They use CD ROMs confidently and are beginning to use the Internet by the time they are eleven. The school is gradually improving the provision of equipment so that pupils' experiences in all areas of ICT are extended.

9. In religious education, pupils achieve standards in line with expectations outlined in the locally agreed syllabus. Pupils throughout the school gain appropriate skills, knowledge and understanding which enable them to have a broad view of the range of faiths which are practised in modern Britain. Christianity is the principal religion studied, and pupils know Bible stories, including those about the life and work of Jesus. They visit a variety of places of worship and, by the time they are eleven years old, recognise the importance of faith in the lives of many people.

10. Standards in art, design and technology, geography, history and physical education are typical of those found nationally for seven and eleven-year-olds. No judgement is given for music because no lessons were seen. Pupils achieve satisfactorily in physical education and well in all other subjects. This represents improvement since the last inspection, when there were weaknesses in all subjects except art and physical education.

11. Pupils with special educational needs make good progress towards the targets in their individual education plans. Realistic targets are set for these pupils to achieve regular success. Teaching support is good and classroom assistants help pupils to achieve well in lessons. Recently admitted pupils who speak English as an additional language soon integrate into the school because of the very good relationships in the community, but they do not make as much academic progress as they could because there is insufficient expertise to meet their needs. In most subjects, higher attaining and talented pupils achieve well by the time they are eleven because teachers have high expectations of them and convey this very clearly.

Pupils' attitudes, values and personal development

12. Children under six make good progress in the development of personal and social skills in the nursery and reception classes. With sensitive adult help, children become more independent as they use the bathroom, put on their coats for outside play and take turns with the equipment. Behaviour is good and children keep the simple class rules. They concentrate for increasing periods of time and form good relationships with the staff. When they join the reception class, children gradually adapt to the brisker pace of lessons and learn the routines of the literacy hour and daily numeracy lessons. A significant number of children need adult help to organise their play; for example when they are in the role-play areas.

13. Pupils have positive attitudes to school. They are keen to come and show interest in their lessons, where they settle down quickly, get on with their work and enjoy the interesting activities provided for them. Most pupils listen carefully in class discussions, are eager to respond to questions, and give answers which are sensible and pertinent. For example, during a literacy lesson, pupils keenly recalled and described similarities in books written by Colin McNaughton. Pupils clearly know what is expected of them and they want to please the class teachers. They work quietly and sensibly and sustain their concentration when working as individuals, in groups or as a class. They share ideas willingly; for example, in an art lesson when pupils were exploring ideas for designing and making hats. Pupils' positive attitudes and good response in lessons are the result of the very good leadership of the school, the clear and well understood behaviour policy and the teachers' good planning of appropriate tasks.

14. Parents like the school's expectations of good behaviour and the way their children are encouraged to show respect for each other and the school environment. As a result of the good teaching which interests and inspires them to learn, most pupils behave well throughout the school day. They understand that the school wants them to do as well as possible and that lessons should not be interrupted. If pupils behave inappropriately, teachers quickly deal with problems and get on with lessons. Pupils understand the impact of their actions on others and the resulting outcomes of inappropriate behaviour; if they fail to respond to sanctions, there are sensitive but firm procedures which will apply so that other members of the class can get on with their work. Occasionally, when teachers talk for too long, pupils are distracted and become restless. Pupils move around the building sensibly, so that there is a purposeful and orderly

atmosphere. Overall, behaviour in the playground is satisfactory and many pupils behave well. A few pupils sometimes become boisterous but they are dealt with firmly and fairly. Their lively behaviour is often because there are few structured activities, little equipment for games and no quiet areas for them to sit and chat with their friends. Three fixed-term exclusions were recorded in the last academic year.

15. Pupils know the daily routines and respond positively to opportunities for taking on responsibilities, such as being monitors in the dinner hall or answering the telephone in the school office. They carry out their duties enthusiastically. In every class, pupils have daily jobs such as taking the register to the office or watering the plants. Pupils help to look after the school garden and stay after school for the gardening club, when they weed and nurture the plants and help to provide a lovely area of colour and interest in the school quadrangle. During wet lunchtimes, pupils play in 'family groups', when older pupils' spend time to play games and take part in quiet activities with younger ones. This has a positive effect on pupils' behaviour; it develops relationships between pupils and strengthens the community spirit in the school. Very good relationships are a strength of the school. Pupils are polite to visitors and are keen to open doors for them and show them round the school.

16. Older pupils show initiative when they arrange events to raise funds for charities. For example, they organised an Easter card competition with a small entry charge, provided an Easter egg as a prize and donated the proceeds to their chosen charity. Other pupils organised a 'bring and buy' sale to support an initiative promoted on a favourite television show. When opportunities arise, pupils also show their initiative in finding out more about subjects which interest them. They look in books and search through information in CD ROMs and on the Internet.

17. The school's attendance figures are unsatisfactory being well below the national average, and the progress of too many pupils is hampered by their absence. Most absence is due to sickness, but a significant number of pupils move from school to school, with breaks in their learning. This affects attendance figures at this school, as pupils are recorded as absent until they join the next one. Most pupils arrive at school on time, but a significant number are late on a regular basis and this disrupts the start of the school day. The school regularly reminds parents of the importance of good attendance and punctuality and emphasises the detrimental effects of absence and lateness on their children's attainment and progress. Absences are always followed up quickly. Registers are completed properly and efficiently at the start of each session.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall. This is an improvement since the last inspection, when it was sound overall. During this inspection, it was good or better in 82 per cent of the lessons seen and very good or better in nearly a third of lessons. In the nursery and reception classes, teaching was judged to be very good in two thirds of lessons. It was very good in more than a third of lessons for five to seven-year-olds. Teaching was good or better in three-quarters of lessons for seven to eleven-year-olds. None of the teaching was unsatisfactory. As a result of the high quality of the teaching, most pupils learn at a good rate and achieve well. Very good teaching in the nursery and reception classes reflects the teachers' clear understanding of the needs of young children. In classes for five to seven-year-olds, rigorous attention to the teaching of the basic skills of literacy and numeracy is a prominent good feature. The good quality of teaching for seven to eleven-year-olds reflects the teachers' high expectations and their very good management of the pupils. All the teachers recognise the need for them to increase their expertise to meet the needs fully of recently admitted pupils who are in the early stages of learning to speak English, especially the older pupils for whom the curriculum is increasingly complex. Teachers' secure knowledge and understanding of the broad picture of the school's curriculum and their specific subject knowledge provide a firm base for their work.

19. In the nursery and reception classes, the consistently high quality of the teaching gives the children a very good start to their schooling. The teachers and nursery nurses value the children, welcome them into a bright and stimulating environment and plan meticulously to meet their needs. Personal, social and emotional education is of high quality and children's development is monitored closely. The nursery nurses are closely involved in the teaching and all staff are involved in the planning of activities. In the reception class, the pace of teaching increases and children benefit from more structured lessons as they get older. The early building blocks of literacy and numeracy are laid securely, with rigorous teaching of letter shapes and sounds and thorough practice of early arithmetical skills.

20. The quality of teaching was very good overall for five to seven-year-olds. The teachers' attention to detail and high level of interaction with the pupils meant that learning took place at a very good rate. A good proportion of lessons for this age group, across a variety of subjects, was judged to be of a very high standard, and an excellent literacy lesson was seen in Year 1. Teaching was good for seven to eleven-year olds, where teachers managed pupils very well and had to deal with a wide range of pupils' needs. In art, teaching was very good throughout the school. In ICT and history it was good. In design and technology and religious education it was sound for five to seven-year olds and good for seven to eleven-year-olds. Teaching in geography and physical education was satisfactory for seven to eleven-year-olds. No judgement is given for the quality of teaching throughout the school in music or for five to seven-year-olds in geography and physical education. In English and mathematics, the overall good teaching was characterised by the teachers' effective implementation of the national strategies for literacy and numeracy. In all subjects, the best lessons were organised well and rattled along at a brisk pace. Teachers prepared appropriate work for different groups of pupils, including those who have special educational needs or who are in the early stages of learning to speak English.

21. The well-organised and imaginative use of resources and very good levels of adult intervention and support in art lessons helped pupils to experiment with ideas and refine their work critically. In history, teachers' attention to the development of pupils' skills of historical enquiry was demonstrated by their use of probing questions which made pupils think hard before they answered. The effective use of questioning was also a positive feature in design and technology, so that pupils gained increasing understanding of the importance of thinking through designs and sorting out appropriate materials. Very good relationships were a major feature in all lessons and were a strong and positive element in the integration of pupils who speak English as an additional language. All staff work hard with these pupils and look thoughtfully for ways to help them; for example, when the classroom assistant supported a pupil sensitively by reinforcing early number work in Year 1 so that good progress was made.

22. Less effective, though satisfactory, lessons sometimes lack the pace of more successful ones. Teachers' explanations are too long or tasks are not as demanding as they could be. Teachers recognise that recently admitted pupils who are in the early stages of learning English need specialist support. In some lessons, especially when the proportion of these pupils is high, appropriate support is not available to ensure that they make the maximum possible progress. The specialist teacher withdraws pupils and works well with them in short group and individual sessions to quicken the pace of their learning of English. Occasionally, simplified work set for them in lessons is too easy and lacks challenge. Teachers have to face the difficult job of assessing the needs of these pupils, without the necessary training to do so. In the circumstances, teachers and support staff do well to ensure that all pupils are included in all lessons so that they have access the full range of the National Curriculum, and planning is good in most lessons.

23. Pupils who have special educational needs achieve well and teachers usually plan for the needs of these pupils carefully. They set targets both for individuals and for groups of pupils with similar needs. However, individual targets, though set at the right level to challenge pupils appropriately, are sometimes too extensive to be achieved each term so that all are not reached. Pupils with physical impairments are supported and integrated sensitively throughout the day, but

individual plans for their learning are not always sufficiently detailed. Targets for groups of pupils are usually well chosen. The main thrust in support for pupils who have special educational needs is in literacy and numeracy, and teachers plan well and involve classroom assistants effectively during activities so that pupils make good progress in line with their classmates. In other subjects, good support with language and literacy helps pupils to do research, organise findings and explain what they have done with increasing success.

24. Teachers keep assessments of all pupils' progress regularly and with particular rigour in English, mathematics and science. These form a continuous picture of how each pupil is doing and help teachers to plan appropriate work for groups and individuals. In other subjects, pupils' skills and knowledge are monitored and recorded at the end of each series of lessons on particular themes. Teachers evaluate their work critically and note how children have progressed in each lesson. They then adapt their plans accordingly so that overall, pupils make good gains in their learning. Teachers' willingness to reflect on their work and appraise it honestly is a strength in the teaching. The implementation of the literacy hour and the daily numeracy lessons has shown how staff have worked very well together as a team, determined to make the initiatives work in the interests of raising the standards of pupils' attainment. Literacy and numeracy are taught well throughout the school and are promoted effectively in all subjects. The regular and thorough teaching of letter sounds and spelling patterns helps pupils to approach new texts confidently.

25. Lessons are prepared well so that pupils can get on with tasks promptly. Teachers deploy non-teaching staff effectively to support pupils during activities. However, they are not always deployed to the best advantage, especially during whole-class teaching in the literacy hour and daily mathematics lessons. Teachers use resources effectively to help pupils to understand and remember what is being taught. In mathematics, pupils are encouraged to use the scales on their rulers to count forwards or backwards when they are learning about addition and subtraction of numbers. Resources are chosen well to bring life to pupils' learning; for example when the teacher of Year 6 pupils used a model of a Greek temple, borrowed from a local museum, to stimulate pupils' interest and reinforce their understanding. ICT is used increasingly in many lessons to reinforce and extend pupils' learning. For example, pupils practise spelling patterns and play number games to sharpen their wits. They also explore the use of computers to collect and collate information in the form of graphs in many subjects. Teachers plan for older pupils to search for information in CD ROMs and on the Internet.

26. Homework is set regularly and teachers work hard to involve parents with their children's learning, both in and out of school. They are particularly successful with the reading programme, in which many parents play a valuable role in listening to their children and maintaining dialogue with the school through entries in reading diaries.

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

27. The school provides a broad and balanced curriculum which meets statutory requirements and provides a good range of learning experiences. There are strengths in the provision for personal, social and health education; provision for pupils with special educational needs; and in the provision for literacy and numeracy. The curriculum for children under five is very good. The provision for pupils learning English as an additional language requires further development throughout the school so that the newly arrived pupils gain access to the curriculum as soon as possible. Nevertheless, overall, the school has made significant improvement in the curriculum since the last inspection.

28. The school has put policies and schemes of work of good quality in place for all subjects. These take into account equality of opportunity for all pupils, including those who have special

educational needs or who speak English as an additional language. The scheme of work for personal, health and social education is very good. The governing body has a policy for sex education and has adopted the local education authority policy on countering racism. Long-term and medium-term planning is clear, following national frameworks for literacy and numeracy and nationally recommended schemes of work in other subjects. The curriculum for children in the nursery and reception classes is planned to meet the Early Learning Goals for children in the Foundation Stage of education. Cross-curricular links between subjects are planned effectively; for example when studies in geography and history are combined during work on the local area. Writing is used for a variety of purposes in other subjects but the use of the basic skills of numeracy and of ICT for practical purposes in other subjects is underdeveloped.

29. The school has implemented the National Literacy Strategy and the National Numeracy Strategy well. Teachers make good use of literacy and numeracy lessons to meet the needs of individual pupils. The school also organises additional lessons in literacy and early morning classes to boost the performance of pupils who need extra help. The 'Children's University', a short-term, government-funded project, promotes improved skills in literacy for pupils in Years 5 and 6; volunteers from industry work with pupils on specific topics, such as photography. This provides experience of good quality for pupils in researching and presenting their work.

30. The quality of the provision for pupils with special educational needs is good. All aspects of the provision are effectively organised and co-ordinated and the policy meets statutory requirements. The quality of provision for pupils learning English as an additional language is sound. The part-time specialist teacher and support assistant provide valuable help to pupils who are new to learning English. They also support to teachers in planning appropriate work for these pupils. However, class teachers are aware that their knowledge and understanding of this specialist area of teaching are not always sufficient for them to help pupils learn in the required depth in all subjects. Teachers are aware of equality of opportunity. They make sure boys and girls have equivalent experiences and that the content of the curriculum and learning resources, such as books, reflect cultural diversity and present positive role models.

31. Provision for personal, social and health education is very good. The very thorough scheme of work enables teachers to provide lessons of good quality. These are planned, with pupils working in pairs or groups to promote very good relationships. Health education takes place as part of the science curriculum. Pupils learn about what they need to do to stay healthy. The school provides sex education and drugs education sensitively and at an appropriate level for the pupils' age.

32. The school provides a good range of extra-curricular activities which open the way for pupils to take part in activities which they enjoy and provide opportunities for them to practise and extend their enthusiasms and interests. These include gardening, where pupils keep a diary of their work in the school quadrangle throughout the year. Sporting activities include football, cricket and rugby. A local rugby club provides coaching for the pupils and the school takes part in 'tag rugby', a mini-league organised by local police. Parents offer help in cricket and in the 'key-stage' clubs for age-related craft interests. A weekly homework club provides extra support and guidance for pupils.

33. The provision for pupils' spiritual development is satisfactory, whilst provision for moral and social development, a key feature of the school's work, is very good. Provision for cultural development is good. There is a daily act of collective worship which provides time for reflection and prayer as well as providing an effective forum for moral and social education. The school has a clear code of conduct which plays an appropriate part in enabling pupils to understand the difference between right and wrong and develop an awareness of personal responsibility and citizenship. Adults set very good examples to pupils, working very hard to teach them the right way to resolve an argument, for example, and establish very good relationships with them. Pupils' experience in subjects such as English, art, music and religious education enable them to appreciate the cultural aspects of society in Britain. The school's curriculum reflects ethnic diversity so that pupils come to appreciate the values and beliefs of others. The school is working

effectively to develop links with local secondary schools in order to promote the smooth transfer of pupils to the next phase of their education.

34. The governing body has formed a committee to promote community links, which has worked hard to forge positive relationships. Visitors from local businesses and industry work with pupils on a design and technology project, for example. Members of the police force and the fire brigade visit the school regularly, making a good contribution to pupils' education in citizenship. Volunteers from a local literary society make a regular commitment to help pupils with their reading. Musicians from the local education authority's support service provide opportunities each term for pupils to appreciate live orchestral performances. The school provides opportunities for pupils to observe and work with practising artists. A local drama group also comes regularly so that pupils experience live theatre. Visits to a local church, a synagogue and a mosque raise pupils' awareness of the wide range of religions and cultures in contemporary British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has maintained the high quality, caring environment reported in the last inspection. There are good procedures to ensure pupils' welfare, health and safety, and the school links with appropriate agencies to support individual pupils' needs. Pupils with special educational needs are well provided for in their individual educational programmes. Support for those pupils who are in the early stages of learning English is not sufficient for them to achieve as well as they could, despite the class teachers' best efforts. More specialist support is needed. All pupils are valued, and each week there is a special assembly in which pupils who have achieved well or shown extra effort are rewarded and congratulated. There is a named person who is responsible for child protection and who ensures that all staff are aware of relevant procedures. Staff know the pupils well, and those pupils who have worries or concerns confidently approach adults who work in the school.

36. Lunchtime supervisors fulfil their role well for the care and support for pupils. They have not had professional training for their role for some time, but good management by the headteacher and senior supervisor ensures that the job is carried out effectively. There are clear practices for the reporting and recording of accidents. All aspects of health and safety in the school are documented, and regular fire evacuation practices are held. The school is aware that the playground surface is in need of renovation and is seeking professional advice on this. Teachers reinforce the need for pupils to handle resources carefully and, in design and technology lessons for older pupils, the school caretaker advises pupils on how to use tools carefully.

37. Procedures to monitor pupils' attendance are good and the school works hard to promote regular attendance. Clear information is given to parents on what to do if their children are absent from school. However, the school has to keep in regular contact with a small number of families who fail to let them know why children have not come. Because the quality of personal and social education is very good and there are effective systems to provide support and care for pupils, staff soon recognise any changes in pupils' behaviour or attitudes which may indicate that there are problems.

38. Procedures for the assessment of pupils' attainment and progress have improved since the last inspection. They are now good and are used consistently throughout the school. The school has taken a sensible approach to this aspect of its work and has ensured that there is a clearly defined use for the information which is collected. Teachers closely assess pupils' attainment and progress throughout the school, using statutory tests in the reception class and when pupils are seven and eleven and nationally recommended tests for pupils in other years. The specialist teacher effectively assesses the linguistic needs of recently admitted pupils who are new to learning English. In the nursery, the school seeks the co-operation of parents to find

out what children can do before they come to school. In every class, teachers record pupils' progress each half term and at the end of the school year. The level of detail ensures that information is of best use in informing curriculum planning and supporting teaching and learning for all pupils.

39. Assessment information assists governors and staff to set realistic and achievable targets for improved performance by the whole school, by classes and groups and by individual pupils. For example, recent analysis has highlighted the need for more intensive improvement in writing skills and science work in Year 6, and plans have been adjusted accordingly. Teachers also evaluate each lesson to determine what pupils have learned and done. Plans are then adjusted for the following week to ensure that weaknesses are dealt with. Teachers collect samples of pupils' work each term to give a clear picture of each pupil's progress in all subjects. This information is shared with pupils and their parents, passed on to their next teacher and monitored by co-ordinators and senior members of staff for them to have an overall picture of the school's performance. The headteacher meets regularly with professional colleagues from the local education authority to determine how the school is performing in relation to other schools, and targets are set and reviewed regularly. The achievement of pupils who have special educational needs is monitored regularly and, with very good support from the local support service, individual education plans are reviewed and adapted appropriately. Because pupils who are in the early stages of speaking English are recent entrants to the school, targets to improve their achievement are not yet formalised. The school is aware that assessment and provision for these pupils are areas for development.

40. The school closely monitors pupils' personal and social development. All pupils have personal targets and staff, including classroom assistants, record pupils' success in meeting them. Appropriate information is recorded in each pupil's assessment record book. These initiatives have a significant, positive impact on the behaviour and personal development of all pupils. The monitoring of behaviour throughout the school is good. Pupils are regularly reminded of the school's expectations. Those who have experienced behavioural problems are monitored, supported and encouraged to conform with the school's policy for good behaviour, which is shared with all parents. The school clearly does not tolerate antisocial behaviour such as bullying or racism. There are effective systems, well understood by staff and pupils, to deal with and record any inappropriate and unacceptable incident, so that both the victim and the culprit have opportunities to explain what has happened. Appropriate action is then taken.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school's partnership with parents has improved since the last inspection. The governors and staff appreciate and value the help and support of parents and continue to look for ways to improve the level of parents' involvement in their own children's learning.

42. The parents' views of the school are positive. Most parents support the school and are satisfied with what it provides and achieves. They say their children like coming to school and are encouraged to become mature and responsible. They feel that the teaching in the school is good and that teachers have high expectations of what their children can do. Parents are also happy to approach the school with questions or problems.

43. A significant number of parents feel that the school does not provide a sufficient range of activities outside lessons. However, the inspection team judged that there is a good range of activities, including a breakfast club, gardening, craft, sports and homework clubs and a wide range of visits which enhance pupils' learning. The school also has a wide range of visitors to talk to pupils on a variety of subjects, and visiting theatre groups and musicians enrich pupils' artistic experiences.

44. The school provides parents with a good number of opportunities to become involved in

their children's learning. Targets for their children's improved performance in numeracy are shared with parents. Newsletters and information sheets are sent home regularly. These include information on school routines and events, but there is limited information about what their children are studying in lessons. This restricts parents' ability to support their children's learning at home. However, long-term plans for each class are displayed and are available to parents in the school entrance hall. The school has offered academic courses for parents but has found little support for them. Parents are very supportive of events in the school such as concerts and fund-raising activities. The school encourages parents to help in school in a variety of ways, and several parents accompany pupils on school trips. A few parents and members of the community help with sports' clubs or help regularly in classrooms, by hearing children read or helping with their artwork. These parents say they feel welcome, comfortable and valued for their work by the pupils and staff.

45. The parents are well informed of their children's progress through annual written reports. These tell parents of progress made in all subjects over the academic year and include clear and reachable learning targets for their children. There are two open evenings each year for parents to look at their children's work, discuss their academic progress and talk about their overall development in more detail. A significant percentage of parents, particularly parents of the older pupils, do not attend these evenings, despite the school's strong efforts to accommodate them. Parents of pupils with special educational needs are kept fully informed of their children's progress and are involved in regular reviews. They are consulted at all stages to ensure a full understanding of their children's needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The school is very well led and efficiently managed. The headteacher's leadership is clear, dynamic and forward thinking and she is well supported by the enthusiastic and conscientious deputy headteacher. The leadership is focused firmly on improving standards. The aims and values of the school are very successfully reflected in its work, demonstrating the strong commitment of the staff and governors to providing well for the pupils. There is a climate of partnership within the school that involves all adults in a shared commitment to the highest standards of achievement for pupils. Each member of staff has a clear role, detailed in a job description and annually reviewed. Performance management systems are in place. Co-ordinators for the key subjects of English and mathematics are focused on continuously raising standards of teaching and learning, and they are given good support and encouragement in carrying out their duties by the headteacher and governors. The school has made good improvement since the last inspection and there is a strong capacity within the management of the school to continue this upward trend.

47. The governing body is clearly determined to support the school in its drive to raise pupils' levels of achievement. Governors are well informed on the school's strengths and weaknesses. They have a strong sense of duty towards the pupils and carry out their business conscientiously. The chair of governors brings optimism, expertise and efficiency to the role of the governing body. He has established a good liaison with the staff of the school and is well involved in management decisions. Governors appreciate the high level of professionalism which the staff team invests in the school. All statutory duties are met. The school development plan is a clear and specific document, detailing suitable priorities for improvement. Action is carefully structured and staff and governors are appropriately involved in its formulation. However, the criteria for judging success do not always identify how pupils will benefit from developments. This reduces their usefulness in helping staff and governors to evaluate the effectiveness of their work .

48. The school has responded well to the issues raised in the last inspection and the potential for self-evaluation has improved significantly. The monitoring structure has become more rigorous in identifying areas for improvement in teaching and learning. The successful introduction of the national initiatives in literacy and numeracy has provided a useful focus for

developing the school's teaching methods. Developments in the teaching and learning in both these areas have been closely monitored, strengths and weaknesses recognised and, in discussion with staff, further adjustments have been made to the school's teaching methods.

49. The school is staffed by suitably qualified teachers and there is a good balance between experienced and more recently qualified staff. The school has a strong commitment to the professional development of teachers and specific grants for this purpose are used to good effect. Classroom assistants and lunchtime supervisors have occasional opportunities for training. However, there is no overall plan for the professional development of non-teaching staff linked to their deployment, in order to maximise their skills to meet the short and long-term needs of pupils. Their valuable contribution to the work of the school is an area for review and development. The school is aware of the need to train all staff to meet the needs of a large group of pupils who are in the early stages of learning to speak English. The school has a satisfactory induction programme for newly qualified teachers and other new members of staff.

50. Classrooms are at least adequate in size to accommodate the pupils comfortably and to enable teachers to be flexible in the way they teach. The nursery and reception classes have their own fenced-off play areas to enable pupils to improve their physical development through outside play. The accommodation is well cared for by the school caretaker and his staff. The school hall is very well used in the afternoons, for physical education, music and drama, but it is little used in the morning because literacy and numeracy lessons for all classes are timetabled then. The school library is centrally located and accessible to all pupils. Other areas are used effectively for the teaching of pupils who have special educational needs or who speak English as an additional language. The school stands in spacious grounds, with good-sized hard and grassed areas for pupils to play and enjoy games. The surface of the playground is in need of attention. Opportunities for structured play or quiet activities are limited. Good use is made of the quadrangle at the centre of the building, where pupils cultivate plants and extend their learning in science.

51. The school has satisfactory levels of appropriate resources to support all subjects. These are enhanced by a rich range of artefacts borrowed from local sources such as the museum service. In English, art and music, the curriculum is enriched by visits from theatre groups, artists and musicians who work with and perform for the pupils. Pupils' learning in religious education is extended through visits to a range of places of worship in a variety of faiths. The school ensures that there are relevant resources for individual pupils who have specific educational or physical needs, and is developing its resources, such as books in dual texts, for pupils who speak English as an additional language. Teachers use the area around the school effectively to bring relevance to pupils' learning in subjects such as geography and history.

52. Good use is made of all financial resources available to the school and spending is fully linked to suitable educational priorities, which are identified in the school development plan. Specific grants are appropriately allocated. The governors are committed to getting best value for money when buying goods and services and to using funds to raise standards throughout the school. Information from national and school assessments of pupils' attainment is used to compare the school's performance with that of other schools, and to inform management decisions. The headteacher and the school's administrative officer provide regular financial information for the governors and the budget is carefully monitored and reviewed. The school's part-time bursar ensures that there are effective and efficient electronic links with the local education authority's department of finance. Day-to-day administrative procedures are good. The school's administrative officer ensures that routine matters are dealt with promptly and teachers are left to get on with their teaching uninterrupted.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. The school governors, in conjunction with the headteacher and staff, should take the following actions to further raise standards in the school.

- (1) *Raise standards further in English and mathematics and science by:
 - further developing pupils' skills in speaking and listening so that they can more clearly explain what they know and express their ideas;
 - ensuring that there is a good pace in all lessons to maximise the use of the time available; and
 - continuing to use information from assessments to provide consistently challenging work for pupils of all abilities.*(Paragraphs 3, 4, 6, 7, 69-97)*
- (2) *Increase the levels of specialist support for recently admitted pupils who speak English as an additional language.
(Paragraphs 3, 6, 11, 18, 22, 35, 49, 69-71, 77, 83, 85, 86, 90, 95)
- (3) Increase the effectiveness of the valuable contribution of non-teaching staff by:
 - planning an annual programme of professional development for them; and
 - ensuring that the plan is implemented and that non-teaching provision and training are monitored and evaluated each year.*(Paragraphs 49, 77, 85)*
- (4) Explore further ways to communicate with parents of pupils whose attendance or punctuality are unsatisfactory, in order to improve pupils' progress.
(Paragraph 17)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:

54. The following should also be considered by the school for inclusion in the action plan:

- (1) The playground surface is in need of improvement.
(Paragraphs 36, 50)
- (2) Benefits to pupils are not always clearly defined in the school development plan.
(Paragraph 47)

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	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	28	52	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	191
Number of full-time pupils known to be eligible for free school meals	0	108

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	6	92

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence	%
School data	7.2
National comparative data	5.2

Unauthorised absence	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	20	23
Percentage of pupils at NC level 2 or above	School	77 (60)	77 (68)	88 (68)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	13	*
	Girls	*	11	*
	Total	21	24	20
Percentage of pupils at NC level 2 or above	School	81 (60)	92 (72)	77 (72)
	National	84 (82)	88 (86)	88 (87)

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

*Figures have been omitted where there are ten or fewer boys or girls, so that individual pupils cannot be identified.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	*	*	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	60 (41)	60 (45)	65 (59)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	13	13
Percentage of pupils at NC level 4 or above	School	55 (36)	65 (32)	70 (45)
	National	70 (68)	72 (69)	79 (75)

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

*Figures have been omitted where there are ten or fewer boys or girls, so that individual pupils cannot be identified

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	1
White	163
Any other minority ethnic group	25

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	16	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	20.1
Average class size	23.9

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	213

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

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

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001	
		£
Total income	508,913	
Total expenditure	541,561	
Expenditure per pupil	2,604	
Balance brought forward from previous year	52,545	
Balance carried forward to next year	19,897	

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	254
Number of questionnaires returned	159

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	22	6	1	1
My child is making good progress in school.	66	28	2	1	3
Behaviour in the school is good.	55	33	8	1	3
My child gets the right amount of work to do at home.	39	41	10	7	3
The teaching is good.	73	23	1	0	3
I am kept well informed about how my child is getting on.	50	31	11	6	2
I would feel comfortable about approaching the school with questions or a problem.	73	19	3	3	2
The school expects my child to work hard and achieve his or her best.	76	21	1	0	2
The school works closely with parents.	49	33	11	4	3
The school is well led and managed.	63	30	3	3	1
The school is helping my child become mature and responsible.	69	24	3	1	3

The school provides an interesting range of activities outside lessons.

34	27	14	12	13
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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

55. Children join the nursery in the term after their third birthday and move to the reception class in the term in which they are five. They attend part-time at first and move to full-time education in their last term in the nursery. Children enter the nursery with overall levels of attainment which are well below those normally seen for three-year-olds. All children, including those who have special educational needs and those who speak English as an additional language, make good progress in the six nationally agreed areas of learning for young children. These are:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development; and
- creative development.

56. Despite this good progress, most children do not reach the nationally agreed early learning goals in most of these areas by the time they leave the reception class. Their attainment is below that typically seen for six-year-olds, except in physical development, where it is typical for most activities but below what is expected for manipulative control. Good curricular provision has been maintained since the last inspection and the quality of teaching has improved.

Personal, social and emotional development

57. Most children soon settle into school routines in the nursery class. With sensitive adult support, they concentrate for increasing lengths of time and develop greater levels of independence in dressing and personal hygiene. At first, some children find it difficult to play together and share equipment fairly, but they are guided and supported well and soon learn to be considerate for one another. Their self-control strengthens and they gradually develop an understanding of what is right and what is wrong. They relate events in stories to their own experiences and discuss how characters feel. Although their oral skills are underdeveloped, children become increasingly confident in asking for help when they need it and become more responsible as they help to clear away after activities or get ready for outside play. When children join the reception class, they adapt confidently to the brisker pace of lessons and maintain the happy atmosphere by responding well to the simple but clearly explained classroom rules. Children become more independent and their developing self-esteem and improved levels of attention help them to acquire skills, knowledge and understanding at a good rate. They play happily with older pupils in the playground and move around the school sensibly; for example when they go to the school hall for assemblies. Children's attainment is below expectations for their age by the end of the nursery and by the time they join Year 1.

58. In both classes, the teaching is very good. Staff are firm, sensitive and fair as they insist on good behaviour and encourage children to concentrate and persevere with tasks. Relationships are very good and children learn to respond positively to gentle reprimands when their behaviour is unacceptable. Because of this, children soon behave very well and there is a purposeful atmosphere in the classrooms. In both classes, staff use every opportunity to reinforce appropriate behaviour. For example, they ensure that children share fairly and say 'thank you' when snacks are given out, and reward children who line up sensibly when the class are going across to assembly or out to play. Teaching and non-teaching staff take time to talk to children and use praise effectively to raise their self-esteem. They sit with children, listen to them attentively and help them to sort out their problems. During outside play in the nursery, the

teacher and nursery nurses encourage children to try hard to improve their skills, such as hopping from one spot to another on the playground. In the reception class, especially in the literacy and numeracy lessons, the teacher gradually extends the length of the teaching sessions so that the children are well prepared for work in Year 1.

Communication, language and literacy

59. In the nursery, children gradually learn to settle down quietly and listen attentively in story time. They enjoy saying rhymes and joining in the repetitive sections of stories. A significant number of them lack appropriate speaking skills to express their ideas. By the time they join the reception class, children begin to use appropriate vocabulary, particularly in mathematics and literacy lessons, but their linguistic skills are below those expected by the end of the nursery and reception classes. Children who are in the early stages of learning to speak English are supported well and make good progress. In both classes, staff provide a wide range of opportunities for children to talk, communicate and extend the range of their vocabulary in a widening range of situations. Children gradually learn to handle books and turn pages carefully and enjoy reading. In both classes, children gain increasing understanding of how print carries meaning and that it is read from left to right. Very good teaching of letter sounds and shapes begins as soon as children start the nursery. By the end of the reception class, most children recognise letter shapes and sounds and 'read' stories successfully by referring to the pictures. Quicker-learning children blend sounds together confidently to form words and read simple books with repetitive texts. There is a good range of attractive story and non-fiction books in both classes and children develop a love of literature which makes them want to learn to read. Most children make good attempts at writing their names before they move to the reception class, but their writing is often ill-formed because of poor pencil control. This improves and is satisfactory for most by the time children move to Year 1, but a significant minority still need constant supervision to ensure that they hold pencils properly. Few children in the reception class write simple sentences independently.

60. The very good quality of teaching in the nursery and reception classes contributes well to the children's good progress. In both classes, the teachers plan a very good range of opportunities for the development of language and literacy, and nursery nurses are actively involved in teaching the children. Staff listen to the children considerately, engage with them and show interest in what they have to say. Children are encouraged to develop language skills through discussions, stories, writing and role-play. Reading skills are fostered through very good, enthusiastic teaching. In the nursery, staff develop children's awareness of print by labelling objects and displays, pointing to the text as they read stories and rhymes and teaching the shapes and sounds of letters of the alphabet. In the reception class, staff introduce elements of the literacy hour in a gradual way so that children recognise links between reading and writing as they explore texts together and look for repeated words and patterns of letters. Children are encouraged to think of themselves as writers from an early age. In both classes, staff provide writing areas where children can make marks and practise their writing. The manipulative skills of writing are developed through practice in painting, drawing and play with construction kits.

Mathematics

61. In the nursery, children develop mathematical skills in practical ways throughout the day. They learn about order by taking turns in games, lining up for outside play, and sharing snacks. Children's underdeveloped linguistic skills have an adverse effect on their mathematical development. For most children, this is a hindrance in both classes and it is the principal reason for children's inability to reach the nationally expected levels of attainment by the end of the nursery and reception classes. Through a wide range of sorting and matching experiences, they develop a growing vocabulary to express size, shape and colour. As they explore solid shapes, children use simple language such as 'ball' and 'box'. When they play purposefully with sand, they develop mathematical language such as 'more' and 'less'. The children's lack of

concentration impedes their progress; for example, when the teacher had to work hard with them to reinforce their counting skills as they played with dice. Their understanding of sequence and order grows as they play with well-chosen puzzles and games. By the time they leave the reception class, most children count to twenty and count objects to ten correctly when they work with the teacher but are less confident when they work independently. Children who learn more quickly were excited when they tried to add lots of small numbers together. One said she thought they would come to more than a thousand! With the teacher, when their confidence grows, children enjoy answering quick-fire questions and higher-attaining pupils know how to double numbers up to ten. These children begin to develop and record their awareness of addition and subtraction. Slower-learning pupils and those who speak English as an additional language rely heavily on adult support to express their mathematical understanding. All pupils use mathematics increasingly to support other subjects; for example when they make sets of hard and soft objects and when they measure their bean plants in science.

62. The quality of teaching is very good in both classes and teachers use an appropriate mix of direct teaching, questioning and stimulating activities to promote children's learning. In the nursery, staff relate very well to children and help them to learn at a very good rate during effective teaching in small groups. Staff prepare appropriate activities so that children learn in practical way. Simple resources, such as pegs on a washing line, are used very effectively to teach sequences of numbers. Nursery nurses are involved in the day-to-day assessments of children's progress, which are used appropriately to inform the planning of future work. All staff engage well with the children in order to keep them thinking and help them to sort out their ideas. In the reception class, the teacher's very good planning for the daily numeracy lessons includes appropriate work for all groups, including those who have special educational needs and those who speak English as an additional language. Mental strategies are developed very well as children are encouraged to think hard before they answer questions. The teaching of mental arithmetic is of high quality. The teacher asks probing questions which elicit children's understanding and extend their learning. There is a sense of fun which encourages children to enjoy their mathematical learning. In the 'giant's house', they develop a deeper understanding of size as they play with large utensils in the kitchen and use a giant chair, a big umbrella and some enormous boots.

Knowledge and understanding of the world

63. Children develop a growing knowledge and understanding of the world as they engage in a variety of interesting activities. In both classes, children acquire an increasing vocabulary to express their ideas, but few children in both the nursery and the reception class are able to explain clearly what they know. By the time they are six, children's attainment is below expectations for their age. In the nursery, children's lack of concentration hampers their progress. In both classes, the level of children's concentration is improved through skilful teaching, and in the reception class children are more able to discuss what they have done. However, children's lack of background knowledge inhibits their progress towards achieving the standards appropriate for their age. Children explore the school grounds and learn about changes during the year as they look at leaves and plants. In the nursery, children sow seeds and learn to care for plants. They need help to describe what they have done, but are aware that they have to water the plants to make them grow. As they make simple models with construction kits, children reflect their knowledge of the real world; they make cars, lorries and houses. In the reception class, children made recognisable pots by pushing their thumbs into pieces of clay. They watched the teacher's demonstration carefully and were keen to succeed. In a topic about themselves, children developed a greater understanding of the passage of time as they investigated how they have grown and changed. In both classes, children develop appropriate skills in ICT as they explore simple programs on the computers.

64. Teaching is very good and, because of secure staff expertise, activities are stimulating and appropriate for the age group. The teachers and nursery nurses interact very well with the children, pick up their ideas and take their learning forward effectively. Because they know the

children well, they are able to sort out misunderstandings and maintain children's self-esteem. Lessons are well planned and learning is based firmly on experiences which are relevant to the children's daily lives. This is particularly important for children who have special educational needs and those who speak English as an additional language. In both classes, the school environment is used well to support learning about the natural world. Teachers organise interesting trips to broaden children's experiences and extend their general knowledge. For example, the nursery children go to the local hospital at Christmas. They take attractive decorations as gifts and sing songs in the baby and children's ward. In the reception class, children walk to the shops as part of a topic about 'people who help us'. They also visit a local farm and learn more about the countryside. In the reception class, staff plan tasks which prepare children very effectively for subjects such as science, design and technology and ICT in the National Curriculum.

Physical development

65. In the well-organised outside play area in the nursery, most children move around with an awareness of space and are controlled and purposeful. They run, jump, climb and balance with confidence. Both classes have opportunities to use climbing equipment in the school hall. Children in the reception class have their own small playground so that they continue to have opportunities for appropriate exercise. They also play with older pupils during break times and lunchtimes, when they run about and join in games with appropriate co-ordination. In games, children gain early skills for later sports as they become more aware of rules, sequences and appropriate actions. Children develop appropriate levels of muscular control and co-ordination for physical activity and play. In both classes, children have many opportunities to model with dough, use simple craft equipment, construct models from reclaimed materials, play with model vehicles and build with construction kits. However, a significant number of children do not have appropriately developed levels of manipulative control to use pencils and scissors by the time they are six years old.

66. The quality of teaching is good in both classes and staff ensure that all children, including those who have special educational needs and those who speak English as an additional language learn at a good rate and achieve well. Staff plan well for the children to have regular exercise and practice with small equipment such as bats and balls. In both classes, there are regular and rigorous assessments of children's progress; for example, their ability to balance and hop confidently. In the reception class, lessons are planned effectively so that there is a warm-up session at the beginning of lessons and a cool-down at the end, so that the children acquire proper routines, and children have opportunities to refine and improve their movements. In the classrooms, teachers plan stimulating activities for children to develop finer manipulative skills for writing, drawing and painting. In the writing area, they write letters and record messages. Regular opportunities for drawing and painting help children to develop increased levels of pencil and brush control.

Creative development

67. The children use a good variety of materials including paint, crayons and felt tipped pens to make pictures. Early experimentation with paint and brushes in the nursery leads to bright pictures and models in the reception class as children explore colour, texture and shape in two and three dimensions. These often link with topics, and help to reinforce and consolidate learning. Children with special educational needs benefit greatly from this aspect of the curriculum. In both classes, children gradually learn to make decisions and choices when selecting materials and equipment. This develops their independence and provides valuable opportunities for them to use their initiative and imagination. Children roll, squeeze and shape malleable materials such as dough to develop skills and techniques for model-making. In music, children acquire a good repertoire of known nursery rhymes and simple songs. By the time they leave the reception class, children sing confidently with older pupils in the hall during assemblies.

In role play areas such as the home corner, nursery children begin to interact with one another during imaginative play, and by the time they are six years old, pupils create real-life situations and take on roles with increasing confidence. The children enjoy creative activities but because of their underdeveloped social and linguistic skills, their creative development is below expectations for their age by the time they join Year 1.

68. The teaching is good in both classes. Staff organise activities well and children are given opportunities to explore materials and practise techniques in a purposeful atmosphere, without fear of criticism. Planning is very good and children are included in events with older pupils; for example when theatre groups and musical ensembles visit the school. Children's artwork is valued and displayed attractively; this raises their self-esteem. Because staff listen well to children, creative activities provide valuable opportunities for children to discuss their ideas. In the role-play areas, staff extend dramatic play as they ask the children who they are pretending to be and what they are doing. In story times, when children play singing games, staff encourage children to keep up the tune and the rhythm. Because of this, children, including those who have special educational needs and those who speak English as an additional language, enjoy creative activities, learn at a good rate and achieve well.

ENGLISH

69. Provision for English has improved significantly since the last inspection and overall standards of attainment have risen during the last four years. A significant number of pupils in the current Year 6 attain at well below average standards. Some are new to learning English and others have joined the school since they were seven years old. These pupils have made good progress, which represents good achievement from a very low start. Those who have been at the school throughout their education achieve well, based on their performance in national tests when they were seven years old. The reasons for pupils' good achievement include:

- the effective implementation of the National Literacy Strategy;
- the positive approach of staff to new ways of teaching; and
- the good use of assessments to provide appropriate work for pupils.

70. In the national test for eleven-year-olds in 2000, pupils' performance in English was below the national average. Their performance was, however, above average when compared with that of schools with similar intakes and well above levels expected in view of their results in the national tests they took at the age of seven. The school's results over the last four years have risen at a faster rate than the national trend. There are no significant differences between the attainment of boys and girls. In the present Year 6 class, there is a wide range of attainment with a very high proportion of pupils with special educational needs. Also, a significant minority of pupils are at the early stages of learning English as an additional language. Consequently, overall standards in English are well below average. Inspection evidence shows that pupils' performance in reading and writing is below that expected for their age and a significant proportion of pupils attain standards that are well below. Pupils' attainment in speaking and listening is also below that expected for their age.

71. In the national tests for seven-year-olds in 2000, pupils' performance in reading and writing was well below the national average. Compared with that of pupils in schools with similar intakes, their performance in reading was below average and in writing it was average. The trend in the school's results has been in line with the national trend in reading and above it in writing. The present Year 2 class shows a wide range of attainment in English. A small number of pupils are at the early stages of learning English as an additional language. A significant minority of pupils have special educational needs. Inspection evidence shows that pupils' overall performance in English is below that expected for their age. Whilst pupils' performance in writing

is broadly in line with that expected for their age, performance in reading is below. Pupils' attainment in speaking and listening is below that expected for their age.

72. A minority of seven-year-olds do not sustain listening for a long enough period of time; for example, during introductions to lessons. Most pupils show a sound understanding of the main points of what is being said and express opinions about favourite books. Some pupils can speak out clearly, using an appropriate tone of voice, but most use a very limited vocabulary. This increases as pupils get older and, by the age of eleven, most pupils express themselves more confidently in lessons. They are aware of the needs of the listener, such as when talking about their writing, but often need prompting to add sufficient detail. Pupils listen carefully in class and are ready to respond to the teacher and to each other.

73. By the age of seven, higher attaining pupils use a growing range of strategies to get meaning from print. They use their knowledge of letter sounds and patterns, look at the illustrations and consider the context of the story. They show interest in stories and can talk about the main characters and sequence events at a satisfactory level. However, many pupils have not yet developed these skills to a high enough level for their age. Most pupils know the difference between fiction and non-fiction but their skills in finding information in a library are generally underdeveloped. By the age of eleven, the higher attaining pupils read a good range of texts and talk readily about their favourite authors. They develop a sound understanding of different kinds of books and compare and contrast texts using elements such as style, theme, setting, and character. They show insight into the characters' motivation and behaviour. However, many pupils have skills which are underdeveloped for their age. They do not readily use reference books and libraries to find information. When pupils have regular help and support from their parents, this has a positive effect on their reading.

74. By the age of seven, most pupils structure sentences properly and their spelling is sound. However, the majority of pupils are not able to apply these skills with sufficient independence to express their ideas and explain what they have done and learned in other subjects. Quicker-learning pupils show a clear sense of narrative and use a growing vocabulary to write stories and accounts. Most pupils' handwriting is legible but it is not always well formed and consistent in size. By the age of eleven, the higher attaining pupils write with interest, developing and sustaining their ideas through the text. They use a wide range of punctuation, such as speech marks, question marks and exclamation marks, in lively story writing. Some very good examples of writing are strongly descriptive and have a well-developed style. However, many pupils do not reach a level of attainment appropriate for their age. Pupils write in a range of styles in different subjects, such as letter writing in history, charts and diagrams in science and report writing in most subjects. Handwriting is of variable quality. Some pupils' writing is consistent and fluent in style but for many, writing is inconsistently joined and untidy.

75. Pupils generally enjoy lessons, take part confidently and are keen to learn. They behave well, respond positively to the teachers and form very good relationships with adults and each other. They develop a love of literature and story telling; for example when pupils in Year 5 read 'Footprints in the Forest' and were eager to know what happened next in the story. Pupils with special educational needs respond well to the good quality of provision made for them and make good progress towards the targets in their individual education plans.

76. The overall quality of teaching and learning is good throughout the school, and excellent teaching was seen in Year 1. Teachers have good knowledge and understanding of the subject and are thorough in their approach to teaching literacy so that pupils learn at a good rate. There is appropriate emphasis on the teaching of letter sounds and shapes. Lesson planning is clear and in line with the National Literacy Strategy so that pupils are tackling work at the right level for their age. Teachers usually keep a brisk pace to their lessons so pupils are involved and responsive. They manage the pupils very well so that there is a purposeful working atmosphere in lessons. There are opportunities for pupils to speak and listen at appropriate levels. Teachers question pupils effectively both to challenge their thinking and to assess what they know and

understand. In the literacy hour, teachers choose interesting texts which stimulate pupils' interest. This has a very positive impact on pupils' response to literature and their own creative writing. In Year 2, the teacher led a discussion well as pupils compared books by different authors and considered their preferences. Teachers plan activities which are well matched to pupils' needs so that most pupils work productively, although many work too slowly in writing. In a good lesson in Year 3, the teacher skilfully taught the pupils how to make notes and summarise the main points of a technical text. Because she engaged effectively with pupils, listened well to them and helped them to sort out their ideas, they made good gains in their learning. Teachers use assessments of individual pupils' work and of whole class progress in order to help them plan future lessons effectively. Marking of work is regular and helpful, and teachers make regular use of homework in reading and spelling to reinforce pupils' learning.

77. Teachers have recently taken into their classes pupils who are at the very early stages of learning English as an additional language. Staff have responded very well, seeking valuable advice and support from the specialist part-time teacher from the local support service. However, the school recognises the need for further training in this aspect of teaching. In a few lessons, non-teaching staff were not deployed effectively throughout the literacy lessons. They supported pupils well during individual and group activities, but were not sufficiently involved in activities such as the monitoring of pupils' performance during the periods of whole-class teaching.

78. The National Literacy Strategy is well established and is taught consistently throughout the school. The headteacher and the school's co-ordinator for literacy have been key players in the school's success and teachers have received up-to-date training to improve their skills. The subject is well led and is in a good position to continue to improve. Procedures for assessing pupils' work are effective. The monitoring of pupils' progress through the school and the setting of individual targets for improvement have had a positive impact on standards. The school has implemented interesting initiatives to help pupils whose attainment is below average. Additional classes in literacy and breakfast-time classes to boost pupils' performance have been successful in improving standards. A local literary society provides volunteers who make a valuable contribution by giving individual help with reading. The 'Children's University', a short-term project organised locally, allows volunteers from industry to work with pupils from Years 5 and 6. This contributes well to the pupils' improved achievement. The subject is enhanced and made more relevant for pupils through the thoughtful organisation of events such as visits by a poet and termly performances by a local theatre group.

MATHEMATICS

79. Standards show very good improvement since the last inspection and are confirmed by the current inspection findings. Standards are improving rapidly throughout the school. Factors which have guided and shaped the school's improved performance include:

- the effective implementation of the National Numeracy Strategy; and
- the much improved quality of the planning, teaching and learning, supported by consistent and successful monitoring procedures.

80. In the 2000 national tests for eleven-year-olds, the school's results were well below average in comparison with those of all schools nationally but average when compared with those of schools in similar contexts. The percentage of pupils reaching the nationally expected standard for eleven-year-olds was well below the national average, though the percentage of pupils reaching a higher level was close to the national average. Results for eleven-year-olds were almost three times as good as they were at the time of last inspection and demonstrate a very high improvement on the results achieved by the same group of pupils at the age of seven. Standards in the current Year 6 are, overall, well below expectations for eleven-year-olds. However, this class has a high number of pupils with special educational needs and 17 per cent

of pupils are at a very early stage of learning to speak English. In view of this, the targets set with the local education authority for the year group are optimistic and are unlikely to be fully achieved. Pupils who have been at the school throughout their education achieve well, based on their performance in national tests when they were seven years old. The school's records, supported by inspection evidence, indicate that the nine and ten-year-old pupils in Years 4 and 5 are progressing well and that standards are continuing their upward trend. The rate of improvement over the past four years has exceeded the national trend.

81. In the national tests for seven-year-olds in 2000, the school's performance was average compared with that of schools with similar intakes. It was below the national average for the percentage of pupils reaching the nationally expected standard and close to the national average for the percentage of pupils reaching a higher level. Current standards for most seven-year-olds are below those expected nationally for their age. The percentage of pupils exceeding the expected level is not as high as last year. However, the school's effective tracking system shows that all pupils are achieving in line with or better than predictions based on their attainment on entry to Year 1.

82. Pupils aged five to seven make good progress in the mental arithmetic sessions at the beginning of lessons. Teachers' questions keep pupils 'on their toes' and, by the time they are seven, most pupils work effectively with numbers to 20. The pupils' work is linked to real-life experiences, which helps them to make sense of it and also to extend their work out of the classroom. For example, they display the date each day by finding the right numbers from a set of cards with numbers to 31. Calculations of amounts of money are linked to shopping at the seaside, and higher attaining seven-year-olds can add and subtract with confidence to one pound and even higher. Pupils become increasingly confident in using different ways of finding answers and explaining their methods of working to the class. Higher attaining pupils worked out their change from 50 pence for a 48 pence item which was sold at half-price. Average and lower-attaining pupils rely heavily on adult help to apply their arithmetical skills to practical problems. However, because pupils are gaining confidence in working things out for themselves, they approach problems positively. Average and higher attaining pupils can add two-digit numbers together by totalling the tens and the units separately. Most pupils develop a sound understanding of how multiplication tables are formed and are able to work out the answers for tables of two, five and ten. Quicker-learning pupils also work with multiples of three and four. The progress of lower attaining pupils, including those who have special educational needs and those who speak English as an additional language, is hampered by their weak levels of mathematical vocabulary, which adversely affect their ability to understand practical questions and explain how they are working things out.

83. Seven to eleven-year-olds approach the quick mental sessions at the start of each numeracy lesson with enthusiasm and work very hard to find correct solutions and explain their methods to the class. They show a good degree of flexibility in finding their own favoured method or in following that of their classmates. Pupils who are new to speaking English find this part of the lesson very challenging but they try hard and are supported effectively by classroom assistants. Most pupils soon grasp simple and effective ways to solve problems, such as rounding numbers up or down to the nearest five or ten. In Year 5, pupils made good use of a table which showed equivalent fractions, decimals and percentages, to calculate their answers to the teacher's questions. Sessions of mental arithmetic are usually followed by brisk, well-prepared activities in which pupils consolidate and extend their skills, knowledge and understanding in mathematics. In this atmosphere of investigation and innovation, pupils develop appropriate, firm understanding and sound mathematical thinking. Pupils in Year 4 apply their skills in numeracy effectively to work on capacity; for example when they calculated fractions of a litre and compared quantities in different sized containers. They made graphs which they were able to interpret and explain. In Year 6, higher attaining pupils showed their confidence and flexibility in mathematics when they calculated the cost of holidays in Greece, using their understanding of percentages and decimals and taking into account price reductions in certain circumstances. Pupils of average and lower ability benefited from inclusion in the activity and

succeeded, with adult support, to tease out the necessary information from the text provided. The activity highlighted the linguistic problems which inhibit the progress of many pupils in the class.

84. Pupils enjoy numeracy lessons and share their teachers' interest and enthusiasm. Many pupils choose mathematics as their favourite subject. Pupils throughout the school respond well to the quick-fire mental questions at the start of each lesson and generally meet the teachers' high expectations evident in the challenging pace and level of work. During individual and group activities, pupils work hard and are productive. As they grow older, they become increasingly responsible in getting their own things together for lessons so that they can get on with tasks promptly.

85. The quality of teaching is good for all age groups and there is evidence of very good teaching for both younger and older pupils. Teachers have a good understanding of the subject, prepare well for lessons and usually set a good pace for learning. They are in tune with the needs of the pupils and set their expectations high. Most lessons are well organised, interesting and lively. Throughout the school, the teaching of mental arithmetic is strong. In the whole-class sessions which follow, teaching is usually well paced. Teachers often get pupils to use small boards to record and show their answers quickly. This is an effective way to make sure that all pupils are involved and to check their answers. In a few lessons, this whole-class element of lessons lasts too long, pupils lose interest and there is insufficient time for them to practise what they have learned. Teachers use the last part of each lesson very effectively for pupils to consolidate their learning and explain what they have done. During practical and written tasks, classroom assistants play a useful role in supporting groups of pupils who have special educational needs or who speak English as an additional language. In some lessons, opportunities are missed for them to take a more active role during whole-class teaching; for example, to record how well individuals and different groups of pupils are responding to the teachers' questions.

86. Teachers ensure that the pupils' progress is tracked effectively, by marking work promptly, assessing pupils' attainment each half-term and collecting information from thorough assessments at the end of each year. Current scrutiny of pupils' work indicates that they are provided with tasks which suit their needs. The majority of pupils make at least good progress and some make very good progress in relation to previous attainment. Most pupils complete homework regularly and higher attaining pupils are given more challenging problems to extend their learning at home. Pupils with special educational needs are supported well, both by teachers and classroom assistants, and make good progress. Pupils in the early stages of learning English are not always given sufficient work to enable them to develop their skills in numeracy at an appropriate level. For example, in one lesson, these pupils spent too long practising learning to say and read the names of the days of the week and time ran out before they were able to move on to challenging calculations which they were well able to attempt. Test results indicate that boys tend to achieve more than girls. Teachers are mindful of this and are careful to make sure that all pupils have equal opportunities to answer in class and to take part in activities.

87. Useful links are made with other subjects such as history and geography. Pupils in Year 5, for example, worked on graphs to show the differing average temperature and rainfall over the year in India. They also used information from census forms to construct tally charts and bar graphs. Pupils in Year 2 and Year 6 used skills in literacy when they investigated mathematical problems. ICT is used effectively to extend the counting skills of pupils who have special educational needs and to provide opportunities for pupils to record information in a variety of forms, particularly in graphs.

88. The subject co-ordinator has a firm grasp of the requirements of the National Numeracy Strategy and works hard to maintain high standards of teaching and learning. Resources for the

subject are adequate, interesting and well organised. Lessons, planning, assessments and pupils' work are monitored and reviewed regularly throughout the school in order to ascertain standards and inform planning. The appointed governor for numeracy monitors the school's provision for the subject, occasionally observes lessons and has attended training with the staff. The governors, staff, parents and pupils give the subject very high priority and are fully committed to continuing to move standards forward.

SCIENCE

89. The percentage of pupils achieving levels in line with national expectations has improved considerably since the last inspection. From a low start in the nursery, most pupils achieve well by the time they are eleven years old. This marked improvement since the last inspection is due to:

- the improvement in the teaching of science;
- the consistent procedures for assessment, which have influenced the way teachers plan their lessons; and
- the tailored planning of the subject to meet the needs of all pupils.

90. The school's results in the 2000 national tests for eleven-year-olds were well below average when compared with those of all schools nationally and below average in comparison with results in similar schools. On the evidence of the current inspection, overall standards are still low but a substantial proportion of pupils reach the expected level for eleven-year-olds and a few quicker-learning pupils are on course to achieve the higher level. A high proportion of pupils in Year 6 have special educational needs. Several pupils are in the early stages of learning to speak English; this hampers their progress in lessons and their ability to perform well in tests.

91. In the teachers' assessment for seven-year-olds in 2000, the school's results for this age group were well below expected levels. However, the percentage of pupils reaching the expected level rose from 52 per cent in 1996 to 77 per cent in 2000. Current standards continue to be below the expected level but inspection findings show that pupils are continuing to benefit from the school's increasingly practical approach to the teaching of science. A significant number of pupils in the age group have special educational needs. This, together with the small number of pupils tested, has a marked influence on the overall points gained by the school, which are used to calculate comparisons with all schools and similar schools nationally.

92. Five to seven-year-olds acquire increasing skills of observation; for example, in Year 1 when they plant seeds and record plant growth. With adult support, they begin to organise their work systematically. They record 'What I want to find out.', 'What will I need?', 'My results' and 'What did I learn?'. Higher-attaining pupils talk readily about how root systems develop and what is necessary for plants to grow. They clearly understand the function of parts of a plant and can name them accurately. In Year 2, most pupils record their investigations into light and sound effectively. Lower and average-attaining pupils become more aware of the importance of making connections to make their bulbs light up. Higher attaining pupils are accurate in their predictions. They sort and classify electrical objects and draw electrical circuits confidently. With consistently good teaching, pupils successfully build on their knowledge of materials, forces and life processes. The progress of most pupils is inhibited by their undeveloped language skills.

93. Seven to eleven-year-olds, including those with special educational and language needs, make good progress and build systematically on the skills of observation and recording which they acquired in Years 1 and 2. In Year 3 they relate their earlier learning about the life cycles of the caterpillar and the frog subsequently to that of human beings. They ask pertinent questions, which are developed later through pupils' individual research. Eleven-year-olds can explain the outcomes of their experiments but have some difficulty with their writing and spelling when

recording. They are more successful with charts and labelling. In Year 6, pupils make good points in discussion on why children in the western world are becoming fatter and therefore, less healthy. They make clear comparisons with the proportions of fats and sugars in well-known foods and drinks. Pupils in Year 3 understand the process of the life cycle of a butterfly well and can sequence the different stages successfully. In Year 4, pupils recognise that there are life processes common to plants and animals but are less successful when setting up a fair test and, to some extent, are hindered by unfamiliar vocabulary.

94. Throughout the school, pupils enjoy their scientific activities. Although some have difficulties in writing up the results of their investigations, their attitudes to learning are good. When evaluating their skills in science, pupils in Year 6 were open and honest about their weaknesses, such as handling and recording information. They said they would rather record their findings in charts than in extended writing. Kurdish pupils in Year 6 were keen to make their contribution to a lesson on healthy life styles, and Year 6 pupils responded positively to the high expectations of their teacher. Pupils in Year 1 concentrated well when they carefully illustrated the parts of a plant and labelled their drawings. They were keen to show the results of their practical activities and explain how their plants had grown.

95. Teachers have responded actively to the concerns expressed in the last report and, as a result, provision for science has improved and the quality of teaching is good. Teachers now feel more confident in presenting science and recognise the importance of providing opportunities for pupils to be actively involved in scientific enquiry. They have high expectations despite the diverse needs of the pupils in their classes, and they encourage their pupils to meet new challenges. As a result, pupils are confident learners who are excited by science. Often aware of the special educational and language needs in the younger classes, teachers increase pupils' vocabulary as lessons progress, using well-related stories and songs to reinforce pupils' knowledge. They plan their lessons carefully to interest and motivate the pupils and use the available support wisely for special educational needs and for pupils who speak English as an additional language. Lessons are often taught at a good pace; for example when pupils in Year 1 were encouraged to be 'fast finishers'. This helped them to be productive and finish their work. Teachers often succeed in raising the learning of pupils through good management in the class. This is particularly commendable where a small proportion of pupils exhibit challenging behaviour.

96. Teachers regularly assess their pupils' performance and collect samples of pupils' work for reference and for target-setting purposes. Their daily and termly evaluations of lessons and learning are discussed purposefully with colleagues so that adjustments can be made for subsequent lesson and later planning. Thoughtful review of assessment procedures for science has resulted in a re-examination of planning, to boost the confidence and knowledge of pupils in Year 6 when they take national tests.

97. The co-ordinator has made a considerable commitment to improving provision for the subject and to raising pupils' attainment. The school is aware of the need to develop further pupils' scientific vocabulary, their skills of scientific enquiry and their use of mathematics in the subject. Plans are in hand to deal with these issues. A 'buddy' system' has been initiated in the older classes; more able pupils support classmates who need help to improve their investigative and recording skills. The scheme of work now used is tailored specifically to meet the needs of all pupils in the school and has certainly contributed to the raising of standards in the subject. School resources have been carefully audited and are of good quality. Good use is made of the local museum service and industrial links to enrich provision and bring relevance to pupils' learning.

ART AND DESIGN

98. Pupils' attainment in art is above that typically seen for seven and eleven-year-olds. Since the last inspection, standards have been maintained but the range of pupils' work has been

extended so that they now have a greater variety of artistic experiences. Teachers have raised their expectations of what pupils can do and have worked hard to plan and prepare challenging work which enables pupils to achieve very well and acquire artistic skills at an increasingly good rate. The co-ordinator has led these improvements well.

99. In Years 1 and 2, pupils acquire good levels of skill in drawing, painting and picture composition. They become increasingly observant and gain confidence in using a variety of materials and techniques to communicate ideas and effects. Work is often linked to study in other subjects. Pupils make large collective pictures; for example when they design and sew leaves and then decorate them with dried beans to make Jack's beanstalk. From an early age, pupils explore a range of materials and textures and reflect on the work of well-known artists. For example, in Year 1, pupils study the work of Andy Goldsworthy and create their own pictures and designs with natural objects. Pupils illustrate their work with lively drawings in science, history and religious education. Pupils in Year 2 created imaginative seascapes by weaving with fabric strips and decorating their pictures with innovative details such as sequins for stars and small shells for crabs.

100. By the time they are eleven, pupils have experienced a broad range of skills to create interesting work in two and three dimensions. The quality of pupils' work is variable, but higher attaining pupils produce work of high quality and all pupils investigate and use a wide range of materials and techniques. They explore their feelings and use their imagination to create thoughtful designs; for example, when pupils in Year 5 painted detailed 'self-esteem' shields to show what they were good at. Pupils in Years 3 and 4 create work of consistently good quality. In Year 3, pupils were inspired by a visiting artist to design unusual and beautiful chairs made from papier mache and fabric. The chairs were attractively decorated with amusing themes. Pupils also used a variety of fabrics, including hessian and felt, to make a large collage of the school and its grounds. Interesting features, such as green fuzzy fur trees, bring the picture to life. In Year 4, pupils sketched detailed pencil portraits and created arresting black and white pictures of shapes which were 'exploded' so that the edges were extended. Pupils in Year 5 designed hats which were to be decorated with individual themes to personalise them. The designs were imaginative and showed a sense of initiative. In Year 6, pupils sketched plants, flowers and landscapes. They control pencils well, and their sketches of shoes were carefully shaded to define the shape clearly. Their three-dimensional work is good; for example when they made beautifully executed and decorated containers, with carefully finished interiors and a range of unusual shapes.

101. Pupils are enthusiastic about their art lessons. They acquire confidence and a love of art because of the school's interesting provision and wide range of experiences. Pupils with special educational needs and those who speak English as an additional language benefit from expressing their ideas in a subject where words are not needed.

102. Only one lesson was seen for five to seven-year-olds and two for seven to eleven-year-olds. The quality of teaching was very good in all of these lessons. Evidence from scrutiny of pupils' work demonstrates that pupils are taught well. Teachers' planning shows that skills are developed in a systematic way and provision includes the study of famous artists and their important works. Through careful analysis of pupils' work, teachers identified that observational drawing was an area for development. They have targeted this area of the subject for improvement and pupils' sketchbook show that their skills are improving through well-planned instruction and practice. Good links with other subjects bring relevance to the teaching and learning. Art from a range of cultures is promoted well. Assessments are made informally within lessons and appropriate records and portfolios of pupils' work are kept to show progress and attainment over time. Literacy and numeracy are promoted through discussion, reference to books about art and the use of shapes in creating designs. There is increasing use of ICT to create pictures and designs, but this is an underdeveloped area of the subject. Teachers provide well for all pupils, including those who are talented. These pupils celebrate their skills by creating work of high quality.

103. Resources are good and there are examples of prints by well know artists to stimulate interest and raise pupils' awareness. Visits to galleries and museums enrich pupils' artistic knowledge and understanding and visiting artists extend the range of pupils' experiences. Since the last inspection, there has been good improvement in the provision for art. The quality of teaching has improved and pupils' skills are developed in a more systematic way. This is because of good leadership. The co-ordinator's very good knowledge of the subject enables her to provide specialist guidance for her colleagues. Portfolios of pupils' work are carefully kept to show progress and identify their levels of attainment.

DESIGN AND TECHNOLOGY

104. A limited number of design and technology lessons were observed during the inspection. Judgements are based on discussions with teachers and pupils, photographic evidence, displays and lesson observations.

105. Standards have improved since the last inspection and pupils now reach the standard expected for their age. The curriculum has been reviewed and pupils now acquire the necessary skills, knowledge and understanding to:

- develop, plan and communicate their ideas;
- work with tools, equipment and materials;
- evaluate what they have made and done; and
- talk about materials and components in products.

106. In Year 1, pupils' work is linked well to other subjects; for example in food technology, when they designed and made fruit salad as part of a project on healthy living. By the end of Year 2, most pupils cut with reasonable accuracy and fix materials together with increasing confidence; for example when, in a science lesson, they made 'story wheels' to show the life cycle of a frog. They record their designs thoughtfully, with labelled components and materials, and explain how they will combine the parts. Pupils know that consideration of materials is an important feature when designing and making. They choose suitable materials for making and decorating different kinds of puppets and finish them attractively. In their designs for fire engines, pupils clearly demonstrated their understanding of how vehicles work. The designs included labelled axles and washers and ideas for moving the ladder on top of the engine. Pupils achieve well as they begin to evaluate their work and look for ways to improve their designs.

107. Seven to eleven-year-olds achieve well and make a good range of interesting products. They develop increasing skills in design and in control of tools and become more aware of the importance of evaluation in the process of improving their work. Pupils in Year 3 demonstrated understanding of pneumatic devices when they constructed moving models of monsters. They kept detailed records of their project, describing the methods, tools and materials they used. They evaluated the final products and made suggestions for improvements. One pupil wrote, 'Next time I will use another syringe so the fin moves'. Pupils made photograph frames and investigated different ways of making stands for the frames. In a Year 4 lesson, pupils looked at pop-up books to see how they were made. They then made prototypes of pages, with a variety of mechanisms to surprise the reader as the books were opened. The work required careful measuring and cutting and pupils' designs were innovative and imaginative. Links with art are very close; for example when pupils in Year 5 designed and made attractive hats. They carefully clipped the edge of the crown in order to fix it to the brim, and then glued the hats together skilfully. In Year 6, pupils gained a deeper understanding of the complex processes which are necessary to make everyday items. They considered the needs of particular people, for example their grandmothers, and designed slippers for them.

108. Throughout the school, pupils enjoy the subject and are enthusiastic about making things.

They are curious about how things are made and are willing to rethink their ideas when designing and making things of their own. Pupils enjoy working together and take pride in their work. They use their mathematical skills effectively to measure materials and enjoy working on the computers to draw plans. When they record and evaluate their work, pupils use their literary skills effectively to make lists, label diagrams and describe what they have done. They use tools safely and clear up the classroom responsibly at the end of lessons.

109. Little teaching was seen for five-to seven-year-olds, but teachers' plans and the resulting work indicate that it is at least satisfactory. Teaching is good for seven to eleven-year-olds. Throughout the school, projects are varied. Some draw on pupils' sense of fun; for example when they make toys with moving parts. Others, such as designs for slippers, have direct relevance to everyday life. Teachers plan and prepare lessons well. They develop pupils' initiative and sense of responsibility by ensuring that there are many opportunities for pupils to use their imagination. Teachers encourage pupils to choose appropriate materials for the task and review their work to see where improvements could be made. Pupils' work is beautifully displayed and all pupils, including those who have special educational needs and those who speak English as an additional language, make good gains in learning from a low start when they join Year 1 and achieve well by the time they are eleven.

110. The subject is led and managed well and there has been considerable improvement since the last inspection, when standards were unsatisfactory throughout the school. The co-ordinator has compiled an annotated portfolio of photographs and examples of work so that teachers are able to assess and record the attainment and progress of their pupils. The helpful policy and useful schemes of work provide teachers with ideas and advice which contribute well to the improved standards in the subject and provide the school with a good capacity for further improvement. The attractive items which pupils make add to the positive ethos of the school. Pupils believe that they can succeed and some say that design and technology is their favourite subject. Resources are planned carefully for each term so that they are readily accessible for projects. Health and safety issues are treated seriously and the school caretaker works in the classrooms with pupils to teach them how to use tools safely.

GEOGRAPHY

111. Standards have improved since the last inspection, when they were unsatisfactory, and are now typical of those seen for seven and eleven-year-olds. The main reason for this is the school's successful introduction and implementation of a nationally recommended scheme of work, which provides an appropriate curriculum at a suitable level and promotes pupils' good achievement throughout the school. Topics have been suitably allocated to each year group and pupils build sound levels of skills, knowledge and understanding. Only two lessons were observed and judgements have been made from scrutiny of pupils' work, teachers' planning and discussions with the co-ordinator and pupils.

112. Five to seven-year-olds gained insight into their local area by making a map based on their knowledge and experience from living there. After a trip to Bridlington, they extended their skills by making a map of the seafront. After watching a video about a local village, pupils compared village life with that in Hull and made a picture map of Hull. They noted differences, such as 'In a city like Hull, there is so many people.', and 'In a village, there is not a lot of traffic.' They gain an awareness of more distant places through following the news of a teddy bear as he 'travels' to places such as London, Egypt, India and China. They are interested in finding out the differences between Australia and Great Britain through the experience of their Australian teacher.

113. Pupils in Year 3 find out more about their local area through field studies, including a visit to a local oil refinery. They made sketch maps and gained a sense of perspective by looking at

an aerial photograph of the school's neighbourhood and then finding it on a map of Hull. Their understanding widened as they found Hull on a map of East Yorkshire, then on a map of England, and finally on a map of Great Britain. Pupils achieve well as they work effectively in groups and produce work which reflects their prior attainment; for example, when they looked for contrasting geographical features in different parts of the world such as Finland, Egypt and the Caribbean. Pupils in Year 4 were introduced to Ordnance Survey maps and, as with Year 2, they used Bridlington as a contrasting location. Effective links were made with the history curriculum when pupils studied the origins of place names. In Year 5, pupils showed great interest in the study of an Indian village. Videotapes and computer programs were used to research the area, followed by a review of maps to research facilities available to villagers and crops grown for economic gain. Pupils grew tropical plants under glass in the classroom. Pupils in Year 6 make increasing gains in knowledge of physical features such as mountains and rivers. They have sound knowledge of and can discuss the principal features of mountainous regions such as the Lake District. Satisfactory use is made of ICT to develop skills of research and good links are made with literacy when pupils record what they have learned. However, discussion is of a much higher quality than written work, which is an area for further development.

114. No judgement can be made on the quality of teaching for five to seven-year-olds but scrutiny of pupils' work indicates that it is of at least satisfactory quality. Two lessons were observed for the older pupils and these, with a review of previous work, indicate that the quality of teaching and learning for pupils aged seven to eleven is satisfactory overall and sometimes good. Good teaching leads pupils towards clearer understanding in the subject; for example, when pupils in Year 5 learned a great deal about a village in India. The lesson included direct teaching of good quality, a good range of well-organised activities and effective use of literacy, numeracy and ICT. Maps were made with a suitable level of detail. Pupils with special educational needs were well supported in their learning and were able to construct a careful and accurate key for their map.

115. Standards are on an upward trend as the new schemes of work impact positively on pupils' learning. Because of changes in the leadership of the subject, there has been little monitoring of teaching and learning; the school recognises that this is the next step in providing information for the future development. Resources are stored efficiently and are broadly adequate and additions are being made to meet the requirements of newly introduced work. Staff have adopted a simple but adequate trial format for assessing pupils' progress. Samples of pupils' work in all year groups are kept as a record and as a guide to teachers of the levels of work expected.

HISTORY

116. There has been good improvement in the provision for history and standards have been raised throughout the school as a result of good co-ordination and clear assessment procedures which have helped teachers to plan appropriate work for pupils. Standards are now typical of those seen for seven and eleven-year-olds.

117. By the time they are seven, pupils gain understanding of the passage of time and achieve well as they consider changes in how people live and what they wear. Pupils recognise that fabrics from different periods are unlike the ones with which they are familiar. In Year 2, they discuss the changing fashions in beachwear over the last century. Pupils know of significant figures from the past who have affected the way we live today. As they learned about Florence Nightingale, pupils gained increasing understanding of her importance in the establishment of the nursing profession. Higher attaining pupils wrote clear and simple letters home about conditions in a Crimean hospital.

118. Between the ages of seven and eleven, pupils develop a good understanding of the passage of time and a greater awareness of life in earlier times. By the time they are eleven

years old, most pupils achieve levels close to those typical for their age in historical understanding, but many pupils have difficulties in recording historical events and experiences. In Year 3 pupils understand how historical information can be interpreted in different ways. They discussed vocabulary such as 'Viking', 'slave' and 'warrior' and considered the pictures conjured up by such words. Pupils become increasingly aware of the ways we found out about the past. They studied different pictures of the warrior queen Boudicca and recognised how historical figures have been represented in a variety of ways. They gained a deeper appreciation of the difficulties suffered and overcome by people in the 1940's, when a local resident shared her experiences from the Second World War. They become more aware of characteristics of Victorian life through interesting practical activities; for example when they took part in a Victorian washing day. All pupils make good progress and achieve well, including those with educational and language needs. Older pupils' understanding deepens when they consider the invasions by the Romans and Vikings and listen to the interesting contributions of Kurdish pupils in the class, who know of other invasions in their own history.

119. Teachers make good links with literacy and information technology when presenting history. They display the key vocabulary for each lesson and ensure that there are appropriate, challenging questions to test pupils' historical knowledge. Pupils record their work in a variety of ways such as letters, postcards and accounts when they describe how they may have felt if they were in London during the Great Fire. Pupils look for information in CD ROMs and on the Internet. Although they cannot always read the text fully, they extend their skills of research and identify the main headings.

120. Pupils enjoy history. They were keen to offer opinions on the various illustrations of Boudicca. Younger pupils were pleased to demonstrate the old and the new versions of beach wear. Pupils in Year 1 listened well to instructions and were eager to complete charts about equipment from different ages. The interest of older pupils is evident in photographs of their visit to a museum to support their study of Ancient Egypt.

121. The teaching is good overall. Teachers follow useful national guidance and schemes of work and the accompanying suggestions for assessing pupils' attainment and progress. They question pupils well, which keeps pupils alert and interested. Lesson plans are clear and all pupils are well aware of what they are expected to do and learn. Teachers manage pupils well but occasionally the poor behaviour of a small minority of pupils interferes with good progress. Teachers provide interesting activities such as visits to museums, which enrich the curriculum, and interesting artefacts are brought into school from the museum loan service.

122. The co-ordinator leads the subject well and is committed to improving the provision for history. She has implemented a system for assessing pupils' progress throughout the school. Resources have been carefully organised to be readily accessible for teachers' use.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. By the time pupils are seven and eleven years old, they attain standards which are broadly typical for their ages. This is an improvement since the last inspection, when standards were unsatisfactory throughout the school. Literacy and numeracy are developed well as pupils increasingly use ICT to record their writing, designs and measurements.

124. By the time they are seven years old, pupils use information technology confidently. They know that certain signals will give specific outcomes and are becoming more confident in their expectations of what programs can do. They develop keyboard skills and use specific language such as 'mouse', 'space bar' and 'return key'. They are able to load programmes, select their own particular requirements and follow instructions on the screen well. Pupils in Year 1 use a drawing package effectively. They explore the use of tools to create pictures; for example when they selected and changed the size of geometric shapes and then filled them with their chosen

colours. In science, more able pupils drew bold and beautiful flowering plants with labelled roots, stems and petals. Pupils in Year 2 have appropriate skills to collect and organise information; for example when they carried out investigations and then made graphs to show the eye-colour of their classmates. Because of the school's inadequate number of adventure programs, pupils have few opportunities to increase their skills in considering alternatives, making decisions and following paths and their skills in this area of the subject are barely satisfactory. They develop appropriate levels of control as they send instructions to the printer and when they give directions to a robotic toy in order to send it along a specific path.

125. By the time they are eleven, pupils increasingly use ICT to support their learning in other subjects. They create more complex pictures, change fonts and the colour of text. In design and technology lessons throughout the school, pupils use ICT effectively to display their ideas and refine their plans. In Year 3, pupils are able to insert images from a bank of pictures into their work; for example when they designed posters saying, 'Come to Egypt'. Pupils in Year 4 made posters with more intricate designs and interesting use of features such as underlining and italics. They also produced a simple but attractively organised and presented newspaper, 'The Daily Prophet'. Pupils used a control program effectively to draw regular polygons and record instructions for doing so, with correct identification of the size of the angle. In Year 5, pupils increase their awareness of special features such as the toolbar and further develop their understanding of what can be done on the computer. By the time they are eleven, pupils know about spreadsheets, making slide shows and using the Internet; most pupils develop appropriate skills to do this. They do not have sufficient experience in using sensory measuring equipment and recording their findings on the computer screen.

126. Throughout the school, pupils enjoy using the computers. They concentrate and respond very well in class lessons and get on with their work responsibly when they have specific tasks to complete. Pupils are keen to learn and want to improve their skills. Pupils with special educational needs and those who speak English as an additional language gain success and achieve well because they are enthusiastic about ICT. Throughout the school, pupils co-operate well and enjoy helping each other; they like to demonstrate what they can do. They recognise that computers are an important feature in everyday life and that they are used extensively in shops, businesses and hospitals.

127. Overall, teaching is good and pupils achieve well by the time they are seven and eleven. Teachers use direct methods to teach skills and routines to the whole class; pupils then practise these when they have opportunities to use the computers. Planning clearly identifies what pupils are to learn and lesson objectives are shared with pupils. Provision for pupils who have special educational needs and those who speak English as an additional language is good. Teachers give clear instructions and have high expectations of what pupils can achieve. Specific class lessons are well planned and teachers make the best use of the available resources. Most teaching is done as part of other subjects, when pupils word-process work, collect and record information and draw pictures and diagrams. Work is effectively linked to other subjects, such as mathematics when data is collected or history when pupils search for information on CD-ROMs. Teachers' subject knowledge varies but it is never less than sound and often good.

128. The co-ordinator has a good overview of the subject and a clear vision for its future development. She provides good support and guidance for colleagues and plans professional development of good quality for all staff. Teachers keep simple, regular records of pupils' progress through the school's helpful schemes of work, which allow for pupils to 'revisit' skills in order to brush them up and extend them. The schemes of work and assessment procedures very effectively support the preparation of work and ensure continuity and progression. These are significant improvements since the last inspection. A dedicated computer room is planned so that classes can use a networked system and learn together. The current number of computers is barely adequate but they are used well.

MUSIC

129. There was insufficient evidence on which to make judgement on standards of overall attainment and teaching. However, from discussions with teachers, examination of the planning, assessment procedures and the music heard in assemblies, it is clear that provision for music is much improved.

130. In hymn practices and assemblies, pupils enjoy their singing and make good progress in using their voices expressively. Five-to-seven-year-old pupils sing in a lively manner and concentrate well when learning a new song. They behave well during rehearsals and listen carefully. Seven to eleven-year-olds improve on their performance steadily with more control. They confidently perform songs which they have practised in class for the school. Pupils in Years 5 and 6 were in good voice as they sang 'We are a rock revolving' and their actions contributed well to the performance of the song.

131. Teachers include other skills successfully in these sessions. They include a mixture of cross-cultural songs such as 'The Kookaburra' song, which are sung with enthusiasm. Teachers motivate pupils well when attempting two-part singing and encourage listeners to appreciate the performance of their fellow pupils. Pupils clap rhythmically during some songs, and percussion instruments add interest to the singing. Well-chosen music provides pupils with opportunities to hear classical music by a good range of composers. Music is linked well to other subjects; for example, when pupils listen to sounds from different parts of the world during geography lessons. Teachers manage the pupils well during whole-school sessions for music. They focus on improving the quality of the singing and motivate the pupils well; for example when they encourage pupils to compete with other classes to produce the best performance and win the 'singing cup'.

132. The co-ordinator leads the subject effectively. She has implemented recommended schemes of work successfully and, through informal monitoring of records of assessments, recognises where areas of the subject need to be developed. Her use of advisory support from the local education authority has raised the confidence of teachers across the school. The subject is adequately resourced with good quality musical instruments and CD-ROMs. Musicians amongst the teaching and non-teaching staff support the subject well. Pupils benefit from taking part in musical concerts and from joining with pupils from other schools to sing in the City Hall.

133. There are good opportunities for pupils to hear and understand how instruments are best used. A music ensemble visits the school four times a year, a visiting helper plays regularly for the school and seasonal concerts and performance take place in which all children take part.

PHYSICAL EDUCATION

134. Standards for both seven and eleven-year-olds meet national requirements, and are similar to those reported at the time of the last inspection.

135. The seven-year-olds work with enthusiasm and perseverance to develop a series of movements in gymnastics, including jumping, rolling and balancing. They try hard to improve their movement and most achieve a refined sequence. Teachers give very clear instructions and use praise very well to improve performance, immediately rewarding the pupils who choose good starting positions, move well to the next position, and complete their sequence smartly. Pupils work on jumps to improve control and style, varying between frog jumps, hopping, star jumps and jumping side to side.

136. For the eleven-year-olds working on a sequence of gymnastic movements within groups of two or three pupils, expectations were high for boys and girls alike and pupils were absorbed as

they persevered to improve their work to a polished level. Pupils were given time to negotiate with partners to perfect their performance. The quality of teaching was good, and the teacher encouraged and stressed the quality of movement, assessing individual pupils' efforts and offering suggestions for improvement. Good use was made of demonstrations by pupils to highlight good technique, suggesting ideas for others as well as helping and building the confidence of the pupil in focus. Other pupils watched with interest and comment constructively on the work of others, taking their cue from the teacher in showing great respect for the ideas and feelings of others, whatever their chosen sequence. Most pupils moved with suitable control and agility, smoothly dovetailing movements at different levels, using rolls, jumps and balancing, sometimes supporting the weight of others as partners co-ordinated synchronised movements.

137. The pupils through the school have a good understanding of the effects of exercise on the body and the reasons for warming-up muscles before strenuous activity. Pupils in Year 3 know that the heart beats faster during exercise. All pupils know they need to move apparatus safely and carefully and the eight-year-olds soon position the benches in order to practise games skills in the hall. The pupils' learning was of sound quality as they worked to improve play in a ball game between group teams. They picked up the rules quickly and generally kept to them, with the more able working out tactical manoeuvres to help their team to score points. Pupils behaved well and became more accomplished through practice. Some were able to contribute suggestions to the teacher for improving play, although pupils were not able to try out those made late in the lesson, and this missed an opportunity for further progress. Pupils in Year 4 improved their throwing and catching techniques working with a partner in preparation for playing a game of 'quick-cricket'. A few pupils already have a confident striking skill but most are in the early stages of perfecting their technique. Pupils have a sense of fair play and most take turns willingly within their group teams. They achieve a satisfactory level of play for their age because the teacher structures the lesson with activities of increasing challenge.

138. Only one lesson for five to seven-year-olds was observed so no overall judgement on the quality of teaching can be made for the age group, although the lesson observed was very good. The teacher's secure subject knowledge ensured that pupils achieved at an appropriate level in a well-organised way. For the eight to eleven-year-olds, the quality of teaching is sound overall and sometimes good. Teachers dress appropriately for lessons, setting a suitable example for pupils and emphasising its importance to the subject. It is an example followed by the pupils and no pupil was seen incorrectly dressed for lessons. The effective class management skills of the teachers ensures that pupils maintain their concentration and physical effort both in gymnastics lessons in the hall and in games sessions which take place on the field.

139. The school has suitable facilities and resources, and uses the local swimming pool to enable pupils in Year 4 to learn to swim. Although most do not reach the 25 metres recommended nationally, almost all pupils can swim for at least 10 metres. Many have little opportunity to learn to swim outside school and pupils are enthusiastic about the lessons. The school has adopted the national scheme of work and pupils experience all recommended physical skills. Recent staff training for teaching dance has improved this aspect of the curriculum and both staff and pupils have gained in skill, confidence and enjoyment as a result. The curriculum is supported and extended through after-school activities, some of which are organised by the subject co-ordinator and some by outside agencies such as local professional football and rugby clubs. The school has made a recent bid to the local education authority for a new sports hall to be built on the school field to extend facilities available for the subject.

RELIGIOUS EDUCATION

140. Provision for the subject has improved significantly since the last inspection. The adoption of the nationally recommended scheme of work, the purchase of good quality resources and gains in teachers' own knowledge and understanding of world faiths have enabled pupils to

achieve well and meet the nationally expected standards by the ages of seven and eleven. Pupils' attitudes to lessons are good. 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.

141. The quality of teaching for five to seven-year-olds is sound. It is good for seven to eleven-year-olds. 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, Muslim and Hindu faiths during their time in the school. Teachers provide interesting activities and resources, using methods such as role-play, for example, to involve pupils in the lesson and broaden their understanding. Teachers build very good relationships with pupils that enable them 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.

142. Assemblies are used well to develop pupils' knowledge and understanding of the common values of religious faiths, through a story about Jesus for example, which emphasises the importance of helping others. Quiet reflection is used well to develop a sense of respect for fundamental human values.

143. The subject is well led. The recently adopted scheme of work is to be reviewed and modified after a trail period of one year. Pupils have the opportunity to visit places of worship, such as a church, mosque, synagogue and Hindu temple, to develop their religious knowledge and understanding. The school has a good a stock of good quality learning resources to enhance pupils' learning.