

INSPECTION REPORT

PAISLEY PRIMARY SCHOOL

Kingston Upon Hull

LEA area: City of Kingston Upon Hull

Unique reference number: 117809

Head teacher: Mr J Clapison

Reporting inspector: Mrs J Bell
2456

Dates of inspection: 17 – 20 September 2001

Inspection number: 197699

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:	Paisley Street Kingston Upon Hull East Yorkshire
Postcode:	HU3 6NJ
Telephone number:	01482 355984
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Susan Marsden
Date of previous inspection:	September 1997

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2456	J Bell	Registered inspector	Information and communication technology	What sort of school is it?
			Design and technology	The school's results and pupils' achievements.
			Physical education	How well are pupils taught?
			Inspection of the foundation stage	How well is the school led and managed?
			English as an additional language	What should the school do to improve further?
19741	T Smith	Lay inspector		Pupils' attitudes, behaviour and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
22545	V Hobson	Team inspector	Science	
			Art and design	
			Music	
			Special educational needs	
			Equal opportunities	
15474	J Fairclough	Team inspector	Mathematics	
			History	
			Religious education	
27545	A Scott	Team inspector	English	How good are the curricular and other opportunities?
			Geography	
			French	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Paisley is bigger than most primaries and admits pupils aged three to 11. It is situated to the west of Hull city centre and serves an area of mainly Victorian terraced housing, many of which are privately rented. The school has 344 pupils on roll, 187 boys and 157 girls. There is a 39-place nursery, where 19 of the children attend full time. Children enter the nursery with a broad range of attainment but often have below average, and sometimes well below average language, literacy and speaking skills for their age. The school has 154 pupils on its register of special educational needs, above the national average, with three pupils who have a statement of specific need. There were 29 pupils who joined the school during the school year. This level of transience means that there is some disruption to the learning of these pupils. The school has four pupils from refugee families and another three pupils who have English as a second language. Four pupils are at an early stage of learning English and receive extra support. There are 107 pupils eligible for free school meals, 31 per cent of school population. This is above national averages.

HOW GOOD THE SCHOOL IS

Paisley Primary School provides an effective ethos in which pupils are well cared for and supported in their learning. The head teacher gives a clear lead in establishing good relationships that encourage pupils to want to learn and to behave well. The head teacher, key staff and governors provide sound leadership and management. Standards are improving more rapidly than those in many schools although by the age of 11, pupils' attainment in English is often well below average. However, they now achieve well in mathematics and science. There are examples of good teaching in all year groups but the teaching in the nursery and reception classes and in Years 1 and 2 is frequently good. Given the low attainment on entry, the high numbers of pupils with special educational needs and the recent improvement in standards, the school provides satisfactory value for money.

What the school does well

- All staff provide a high level of care and support for pupils and ensure they are looked after well.
- The good teaching in the nursery and reception classes ensures that these children make a good start to their education.
- The school provides a good range of activities in many subjects, particularly art, design and technology, history and information and communication technology (ICT).
- All staff work well as a team; this ensures a positive ethos in the school that encourages good relationships. As a result, pupils have good attitudes to their work and behave well.
- Teaching is good and sometimes very good in over half the lessons. This has a positive effect on pupils' progress and standards, particularly by the end of the reception year and Year 2.

What could be improved

- The standards in English, particularly in writing, speaking and listening.
- The day-to-day assessment and recording of pupils' progress and the use of the information gained to plan work that builds more precisely on what they already know.
- The provision for pupils with special educational needs to ensure that their individual learning plans include targets that are more specifically matched to their needs and work includes a wider range of stimulating activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The head teacher, senior staff and governors have responded well to the previous inspection in 1997 and the school has made satisfactory improvement. Standards and teaching are better than they were. The teachers' planning for the curriculum is now based on national guidance and so all subjects are taught in sufficient depth. Staff now group pupils by ability for English and mathematics in order to more closely match the needs of different abilities. Planning for the term now includes some opportunities to extend pupils' learning to help them attain higher levels. However, the day-to-day assessment procedures are still not sufficiently established so that work meets the needs of the highest and lowest attaining pupils. The school has made substantial improvement in its provision for ICT. New computers and software in classrooms, the creation of a well resourced ICT suite, and well-planned staff training have ensured that standards are rising. Standards in English are improving but the school has correctly identified the need to improve writing, speaking and listening. However, it has not yet established a rigorous action plan to support these areas. The school analyses test results and weaknesses and measures to resolve them are now identified in the school's strategic planning. There is good commitment from staff and governors to continue to improve the school's effectiveness.

STANDARDS

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

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

The children's attainment on entry to the nursery is often well below average in language, literacy, communication and mathematical skills. They make good progress in the nursery and reception classes (foundation stage) but by the time they start Year 1, their attainment in these areas of learning is still below the expectations for their age. They continue to make good progress in Years 1 and 2 but in the 2000 national tests for seven year olds pupils' performance in reading and writing was well below the national average and below average when compared to schools in similar circumstances. Their performance in mathematics matched the average for all schools but compared favourably with similar schools. Pupils' progress is satisfactory in Years 3 to 6 but their attainment in the national tests for 11 year olds was well below average in English and below the standards of schools with a similar intake of pupils. There has been substantial improvement in mathematics and science, where standards matched the national average and were better than similar schools. Over a four-year period the school's results have improved faster than the national trend in all these subjects. Inspection evidence is broadly consistent with these levels of attainment in English and science but standards in current work in mathematics are below the levels expected by the

end of Year 6. Despite the schools priority to improve writing and speaking skills, standards are still too low. Too few pupils achieve the higher levels in tests and the large number of pupils with special educational needs also adversely influence the school's yearly test results. The achievement of these pupils, those from refugee families and those with English is an additional language, is satisfactory in relation to their earlier attainment. Standards in ICT are at the level expected by the end of Year 6. Standards in religious education are above average by the end of Year 2 and match those expected by the end of Year 6. Standards in art and design are high throughout the school and in history are above average at the end of Year 2. The school met its targets for English and mathematics and is on course to meet its realistic targets for the current year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy school and are keen to take advantage of what it offers them. Most pupils try hard and concentrate well on their work.
Behaviour, in and out of classrooms	Good. The pupils know what is expected of them and behave well, both in lessons and in the play areas.
Personal development and relationships	Good. Pupils show respect for the views of others and respond well to all staff. Older pupils provide good role models for younger ones.
Attendance	Unsatisfactory. Despite the school's best efforts attendance is below average.

A significant number of pupils have poor attendance records; the head teacher monitors closely those whose overall level is less than 80 per cent and works with families to try to encourage full attendance.

TEACHING AND LEARNING

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

The teaching is satisfactory overall with some good, and sometimes very good, teaching throughout the school. Only a few lessons were unsatisfactory. Teaching is more consistently good in the nursery and reception classes and in Years 1 and 2. Teachers in the foundation stage plan their lessons well with nursery nurses and classroom support assistants and so children make good progress by the end of the reception year. The teaching is mainly good in Years 1 and 2 where the basic skills of literacy and numeracy are taught well. Teaching is broadly satisfactory in Years 3 to 6 with some good teaching in all these year groups. Teachers' expectations of pupils' behaviour are high and they use effective strategies to manage their pupils. Many teachers provide interesting activities that encourage learning. However, teachers' expectations of what the more able could achieve are not high enough and work does not always provide enough challenge for these pupils. Teaching in English and mathematics is good in Years 1 and 2 and mainly satisfactory in Years 3 to 6. However, pupils have too few opportunities to develop and reinforce literacy and numeracy skills in other subjects, particularly their writing and speaking skills. The teaching of pupils with special needs is good in the foundation stage and in Years 1 and 2 where activities are well matched to their age and ability, older pupils are often given the same work as the rest of the class.

The targets identified in their individual learning plans are often not sufficiently clear or practical for class teachers to plan suitable work. Pupils from refugee families and others for whom English is an additional language are mainly supported well by specialist staff and make sound gains in their learning. However, most of the refugee pupils are very new to the school and work does not yet take account of their needs in all lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of activities and experiences to interest the pupils and promote their learning. The school enhances the curriculum through well-planned visits out of school, including a residential visit for Year 6 pupils.
Provision for pupils with special educational needs	Satisfactory. The pupils are supported well by teachers and classroom support assistants. However, priorities in their individual programmes are not always specific enough to enable work to closely match their needs.
Provision for pupils with English as an additional language	Satisfactory. These pupils, including those from refugee families are well supported by specialist staff from the local authority but they are mainly recent entrants and their needs are not yet as well met in lessons where there is no additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' moral and social development is good and sound for their spiritual and cultural development. Pupils have a good awareness of their own local culture but too few opportunities for them to gain an understanding of other cultures and traditions.
How well the school cares for its pupils	Good. The school looks after its pupils well. It has good procedures for monitoring pupils' attendance, behaviour and personal development.

The school's procedures for target setting for individual pupils are sound and based upon analysis of a variety of test results. However, procedures for the day-to-day assessment and recording of pupils' progress are not as well established. Different teachers use a variety of strategies and the information gained from assessment is not used well enough to modify teacher's weekly and daily planning so that work is closely matched to what pupils have already learned. A sound range of activities outside lessons supports the pupils' personal and social development. The school has established a good partnership with parents; they are very pleased with the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. The head teacher and key staff provide sound leadership and management. The head teacher gives a good lead in establishing the positive ethos for learning in the school. The teamwork is good and supports pupils' learning.
How well the governors fulfil their responsibilities	Good. Governors care for the pupils and work well to support school improvement. They now have a greater role in strategic planning.
The school's evaluation of its performance	Satisfactory. The school is using performance data to evaluate its success and set realistic, broad targets for improvement. However, the action taken to achieve them has not been rigorous enough to improve areas such as pupils' speaking and writing skills.
The strategic use of resources	Good. The school makes effective use of the resources available. Specific grant has been used well to provide classroom assistants in all classes and for pupils with special educational needs.

The quality and range of accommodation and learning resources is satisfactory. Staffing is good. Finances are well managed and governors make use of the principles of best value to ensure that goods and services are of best quality and value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They feel comfortable about approaching the school with any questions.• The teaching is good and their children make good progress.• Behaviour is good and the school helps children to become mature and responsible.• Their children like school.	<ul style="list-style-type: none">• The amount of work children are given to do at home.• The range of activities outside lessons.

Inspectors share parents' positive views. The inspection findings show that the amount and frequency of homework is similar to that in most primary schools. The school provides a satisfactory range of extra curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children enter the nursery with a broad range of attainment but many have below, and often well below average skills in the language, literacy, communication and mathematical areas of learning. However, the effective teaching in the nursery and reception classes enables children to make good progress by the end of the reception even though standards achieved are below what might be expected in these areas of learning. However, the good range of activities presented to the children means that children achieve the standards expected for their age in their creative skills, physical development and their knowledge and understanding of the world about them. Staff in the foundation stage give a high priority to developing children's personal and social development and so the children are well settled into school routines and are confident in moving about their class bases. This area of learning is above expectations even though children are at an early stage of their school career.

2 Since the last inspection, standards in English, mathematics and science have improved more rapidly than the national trend. However, by the end of Year 6, standards in the Year 2000 national tests in English were still well below those expected of pupils aged 11. There was substantial improvement in mathematics and science where standards matched the national average. When compared to schools with a similar number of free school meals, standards are above average in mathematics and science and below average in English. In the national tests in reading for pupils aged seven, standards were well below average and below the levels attained in similar schools. Standards in writing were below national averages and also in comparison with similar schools. In mathematics standards were greatly improved from previous years and pupils attained levels that matched the national average and were above those of similar schools. Teachers' assessments of pupils' attainment in science were well below average although the actual standards achieved in the national tests matched the national picture. This reflects the teachers' insufficient use of assessment information to ensure that their expectations of groups and individuals are sufficiently high.

3 There are a number reasons why standards are low in some years, even though inspection evidence indicates that there is some good teaching across the age range. The pupils' attainment in tests is often lower than the national average because too few attain the higher levels. This is because more able pupils are not always sufficiently challenged since there is too little use made of the day-to-day assessments of what pupils have learned to ensure work builds on previous learning. The school also has above average numbers of pupils with special educational needs and this depresses the school's test results in some years.

4 Inspection findings show that standards in speaking and listening are below average throughout the school. This reflects low attainment on entry but too little is done through role-play, drama and discussion in English and other subjects to enable pupils to practise and reinforce these skills. Standards in reading are currently below average in Year 2 but are likely to be close to the standards expected by the time they are seven. Reading standards are currently well below the levels expected of pupils in Year 6. The quality of pupils' writing is satisfactory by the end of Year 2. They know how to string sentences together to form simple descriptive or factual writing. Most pupils use capital letters and full stops. By Year 6, pupils' writing skills are well below those expected for their age. Pupils know how to prepare their writing by drafting out their ideas, but do not yet have the ability to produce a firm structure to

their writing. Spelling is often weak and handwriting is not very mature. There are too few planned opportunities for pupils to develop and practise their writing skills in other subjects.

5 The improvements in mathematics reflect the teachers' sound implementation of the National Numeracy Strategy and the setting of pupils by ability in Years 3 to 6. Standards in current work are at the level expected of pupils in Year 2 but are below expectations in Year 6, particularly for higher attaining pupils. Lack of challenge for these pupils was mentioned at the time of the previous inspection and although the school has made efforts to meet their needs there is still a need for more challenge for the higher attaining pupils in these year groups. Much of the work given to extend these pupils uses harder numbers and does not set tasks that cause pupils to apply the ideas they have learned to solving problems rather than further practice in methods of calculation. However pupils use numeracy skills, such as bar charts and line graphs, successfully in other subjects, such as science and geography.

6 Standards in science are steadily improving since the teachers' plan for a good range of interesting activities and experiences that develop pupils' skills, knowledge and understanding. However, there are too few opportunities for pupils in the top years of the school to plan and carry out their own investigations. The use of national guidance means that lessons build on previous work and this has a positive impact on pupils' learning. The standards in information and communication technology (ICT) have improved substantially and are now at the levels expected at the ages of seven and 11. Since the last inspection the school has made big improvements in the provision for ICT, with a well-resourced suite and new computers and software in each class. The improved standards also reflect the increased confidence of staff in teaching ICT following well-planned training. Pupils now have more knowledge and understanding of word processing, data handling and control than they did four years ago.

7 Pupils achieve well in their knowledge and understanding of religious education, and standards by the age of seven are above the levels identified in the syllabus taught in local schools. By the age of 11 standards are at the level expected for this age group. Resources for the teaching of religious education have been improved considerably since the last inspection and this supports pupils' skills in using books and artefacts related to different faiths.

8 There is high quality work in art and design throughout the school and standards are higher than expected of primary age pupils. Pupils enjoy the good range of interesting activities in history and standards are good by the age of seven and at least satisfactory by the age of 11. There is some good work in design and technology; pupils have a good understanding of the process of designing, making and evaluating their finished product.

9 Pupils with special needs make satisfactory, and sometimes good progress when supported by classroom assistants or the school's specialist English teacher who works with these pupils. The staff are effective in helping the pupils to understand the work expected of them while the specialist English teacher plans work to match the pupils individual targets but these are often too broad and need to be broken down into achievable steps.

10 The school's results are lower when compared with national results because of the high numbers of older pupils who have special educational needs and this depresses the school's performance, particularly in English and mathematics. The school is at a disadvantage when compared with other schools because the comparison is based on school meals rather than numbers of pupils with special needs. The school has sound systems for assessing pupils at the lower stages of the Code of Practice for special educational needs.

However, many pupils who should be identified as having a higher stage of need have not been assessed since the school is restricted by external procedures within the local authority.

Pupils' attitudes, values and personal development

11 Pupils' attitudes to work have remained good since the last inspection, although they continue to be noticeably better amongst the younger children in the nursery and, reception classes and in Years 1 and 2. Pupils listen carefully and most contribute well in lessons. Levels of concentration are generally good, but many pupils rush written tasks and do not present work carefully.

12 Behaviour is good, both in and out of class. This has been maintained since the last inspection. Pupils fully understand the system of discipline operating in the school and continue to react well to it. Bullying is not a problem. No incidents were observed or reported during the inspection. The few, recent exclusions were dealt with correctly. Pupils care for their school and treat its fabric, fitments and resources with respect.

13 Relationships between pupils, and between pupils and staff, are good. This has a significant impact on the quality of education provided. Pupils are polite and welcoming. They understand the impact of their actions upon others, show respect for other peoples' feelings and work well together when required to do so. The youngest children just starting school are already well settled into school life. Opportunities for pupils to take on responsibilities around school are mainly linked to their developing involvement in the School Council. In lessons, there are too few opportunities for pupils to plan their own learning or to carry out investigative work, with the result that initiative is often restricted, particularly in the top years of the school.

14 Although the school is doing all it can to encourage pupils to attend regularly, and on time, attendance has fallen slightly since the last inspection, and remains below the national norm. A significant number of pupils have poor attendance records. The head teacher monitors closely the pupils whose overall level of attendance is less than 80 per cent. Punctuality is generally good, with most pupils settled in class promptly at the start of lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15 The quality of teaching has improved since the last inspection. The proportion of good and very good teaching has increased and there are few unsatisfactory lessons. There is good teaching in all year groups with more consistently good, and sometimes very good, teaching in the nursery and reception classes and in Years 1 and 2. The high proportion of good and very good teaching in the nursery and reception classes ensures that children have a very good start to their learning and make good progress. Teachers in these classes plan their lessons very well, with very clear aims for the lessons and good links to longer-term plans. The nursery nurses and other adults work well with teachers to support the children's achievement across all the areas of learning. These support staff take a full role in teaching and work well with the children who need extra help. Teaching is mainly good, and sometimes very good in the Year 1 and 2 classes. Teachers build on the good work done in the foundation stage and this enables the pupils to continue to make good progress. Teaching is broadly satisfactory in Years 3 to 6 with some good teaching in each of these years.

16 In a majority of lessons, teachers use a good range of teaching methods. They skilfully capture pupils' attention at the beginning of lessons, and as a result, pupils listen well and eagerly take part. For example at the beginning of a Year 2 English lesson the teacher's well-organised, relaxed, warm manner in the shared reading of 'Each, Peach, Pear, Plum' encouraged all the pupils to try to read a sentence from the book. The teacher paced the

lesson well, lingering on some pages to explore the rhyming words or practise difficult words. In a good ICT lesson with Year 6, the teacher made good links with work in mathematics to enable pupils to work in pairs using the Excel program to create spreadsheets. There was a good balance between the direct teaching of procedures, timely interventions and opportunities for pupils to practise skills in setting up and entering data related to their weekly tests. This meant that pupils quickly learned to appreciate how the application of the program could help their work in mathematics. The teacher reinforced effectively the specialist terminology and pupils could understand and use terms such as 'cell' and 'percentile' by the end of the lesson.

17 Teachers develop good relationships with pupils, which helps them to manage pupils' behaviour very effectively. In most lessons the pace is good and so pupils concentrate well. For example, in a Year 1 numeracy lesson, the very good rotation of activities kept pupils attentive and reinforced their counting skills. Their recognition of the relationship of numbers to objects was developed well through a range of different situations that included counting bricks, threading and counting bead patterns, counting buttons into a jar and counting the number of claps to match a drum and chime bars. Teachers used encouragement and praise skilfully to involve as many pupils as possible and boost their confidence. As a result they maintained interest and responded well throughout the lesson.

18 The staff have worked hard to enable the school to achieve the 'Basic Skills Quality Mark'. Literacy skills are taught well through the medium of literacy lessons but are not consistently well taught and reinforced in all other subjects. In many lessons opportunities are provided for pupils to enhance their speaking and listening skills through lively and interesting introductory and plenary sessions. Good reinforcement is given, though not consistently, to key vocabulary in some subjects. For example in a Year 5 geography lesson the teacher made good reference to the meanings of 'tropical' and 'temperate' rainforests so that pupils learned the difference and could plot examples on a world map. However, opportunities for well-planned role-play, drama and discussion are not developed to improve pupils' skills in these areas, particularly in the junior classes. There are too few writing tasks linked to other subjects such as history, religious education, geography and science or linked to independent reading and library research skills.

19 Teachers provided better opportunities within subjects other than mathematics to develop numeracy skills. In science and geography, pupils have sound opportunities to record numerical data in both bar and line graph form. They use measuring skills in design and technology and use computers to construct spreadsheets that record their test results week by week over the term.

20 At the time of the last inspection, the teachers lacked confidence in teaching ICT and there was little use of computers in lessons. The lack of a suitable networked computer room so that regular, timetabled class provision could be established, hindered the development of teaching and learning in this subject. In many lessons there is sound planning for the use of ICT to support pupils' knowledge in other subjects. Teachers make good use of the ICT suite to develop and reinforce pupils' skills and understanding. This has resulted in a substantial improvement in standards and pupils attain the levels expected for their age and thoroughly enjoy their learning.

21 The small number of pupils with English as an additional language, including those from refugee families, are taught satisfactorily in class but achieve more effectively when supported by classroom support assistants or when there is specialist help available from the local education authority. Most are new to the school and staff have not yet had sufficient time to identify what these pupils know and can do. This sometimes results in inappropriate work in

a few class lessons since they do not understand the task and cannot interpret the worksheets. Teachers occasionally miss opportunities to make use of what the refugee pupils can contribute in lessons such as mathematics and science.

22 The quality of teaching for pupils with special needs is good for the youngest pupils in the foundation stage and for pupils in Years 1 and 2. Younger pupils often have more appropriate activities for their age although the work set for group support is sometimes too formal and limits opportunities to develop spoken language while meeting their literacy and numeracy targets. The uses of a worksheet to teach letter recognition instead of a variety of short games such as 'I spy' or 'Kim's game' also means opportunities are missed to develop social skills. However, for the older pupils the quality of teaching is satisfactory. The teaching of pupils with special educational needs is broadly satisfactory in Years 3 to 6. Pupils are often given the same work as the class but are helped by classroom assistants. In an English lesson in Year 5 pupils were able to rehearse their answers to questions so they could take part in the class discussion.

23 The targets set by class teachers and the special needs co-ordinator are not sufficiently clear or practical for them to plan appropriate work. Special needs pupils are grouped together for support in the majority of lessons although their targets may not be specific to that subject. In a Year 5/6 class the pupils with special needs all worked together for mathematics although none of them had numeracy targets on their individual plans and so the work did not match the needs of all those in the group. This slowed their learning.

24 The marking of pupils' work varies; in some classes teachers make very helpful comments in pupils' books and give guidance on how to improve their work. However, other books contained too many unchecked spelling and mathematical errors, and poorly presented work, where handwriting and punctuation was unsatisfactory. Teachers use a range of different systems to assess and record pupils' progress in lessons. While some of these systems take account of what pupils have learned to modify aspects of the next lessons and build on what pupils already know others do not. In these classes the same work is set for all pupils since the information from assessment is not used to set work that is precisely matched to what pupils have previously learned. It often fails to challenge the more able and does not meet the needs of the least able. The good practice that exists in the school has not been identified and shared to ensure that all day-to-day assessment is used to show teachers how to move more able pupils to the achieve higher levels.

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

25 The school's curriculum is good. It rightly places emphasis on the key areas of literacy and numeracy but also ensures that all subjects are represented well throughout the year. However, the school does not allocate a lot of time for science in the juniors and the time allocated to religious education, art and design, and music in these classes can be quite short. This inevitably limits pupils' experience in these subjects. Since the last inspection the school has worked hard to provide good resources and teacher training in ICT and so the statutory requirements are now met.

26 The school's provision for literacy and numeracy is satisfactory. Teachers are competent in making sure that pupils acquire basic skills. This reflects the 'Basic Skills Quality Mark' awarded to the school. The overall trend of standards shows an improving situation, but provision for pupils in Years 5 and 6 is not yet focused enough. Although the school is trying to provide greater opportunities to develop pupils' literacy skills, in particular through whole class discussions and creative writing, this process is happening too slowly to be effective for

older pupils. For example, whilst pupils in Years 3 and 4 develop satisfactory reading skills through guided readers, the school does not provide the quality and variety of reading material in order to transform the skills of older pupils.

27 Teachers provide some opportunities to promote literacy and numeracy and ICT through other subjects. For example, they encourage pupils to word-process some of their poetry, use the Internet to locate information in geography and history and to create graphs and spreadsheets in mathematics. However, there are too few planned opportunities for pupils' to develop and practise their literacy skills in other subjects. Not all teachers systematically plan their lessons so that pupils can develop their basic skills successfully. For example, in science investigations, pupils have to write down their findings in a prescribed format rather than produce their own versions.

28 Not all teachers take sufficient account of the different needs of all the pupils when planning the curriculum. In many lessons teachers offer the same diet of learning to all pupils in the same classes, sometimes from two different year groups. This is of particular concern in English and mathematics, but it is also important in most subjects. The school has begun to put pupils in sets in order to teach pupils of similar abilities in mathematics. This can be useful, but this is not the case in English. Work for whole classes, therefore, can be too difficult for lower attaining pupils and too easy for higher attaining pupils. In other subjects like geography, pupils do not acquire skills according to their needs. The same expectations are made of the least able pupils in Year 5, for example, and the most able of Year 6. This is unrealistic and fails to move standards upwards.

29 The school works hard to enrich the curriculum in many areas. It has introduced basic French to the curriculum. It supports physical education through several extra-curricular activities, such as football, netball and rugby. There is a good programme of school visits to interesting places such as the Hull Fish Trail and the local hospital. It encourages visitors such as theatre groups to broaden pupils' experiences. There is an annual residential visit organised for Year 6 pupils that enables them to learn through a wide range of experiences that promote their personal and social development.

30 The school's provision for pupils' personal, social and health education is good. Teachers ensure that pupils learn well about health matters through the science curriculum. Teachers deal with personal issues as they arise and the school nurse visits to deal with sex education for Year 6 pupils. Although the school has a sound policy on drugs awareness, there is not an active programme to make pupils fully aware of the dangers of drugs. Pupils have opportunities for 'circle time' in each class. In these lessons they can take turns to talk about their feelings on a wide range of issues and areas that concern them. In many lessons teachers manage this sensitively but occasionally with the older pupils there is too much teacher direction in these sessions and they lose their value since pupils do not feel at ease and ready to share their thoughts.

31 All pupils have equal access to the curriculum. The use of more rigorous assessment procedures would highlight what pupils can and cannot do and enhance the curriculum for all pupils including those with special educational needs and the higher attaining pupils. There was no difference seen in the teaching of boys and girls but the cultures of pupils with English as an additional language is not yet given sufficient attention. There are few of these pupils but some staff are unaware of their country of origin and have no understanding of their background and limited understanding of their needs.

32 Pupils with special needs have full access to the curriculum and all pupils with statements of need have the appropriate support. Support staff are deployed effectively to

work with individual pupils at registration times and quiet reading times. Activities are clearly focused on the individual targets identified in pupils' individual education plans. However, the targets in the plans are not always sufficiently clear to enable teachers to plan suitable work.

33 Links with the community are satisfactory. Visits and visitors are used effectively to extend the curriculum, and residential visits contribute to pupils' personal development. The school is outward looking, and is in the process of developing European links with schools in Norway, Belgium and Italy through the Comenius Project. Links with other educational establishments in the area are satisfactory and there are sound arrangements for transferring pupils to secondary school at the end of Year 6.

34 The school reflects its aims well in its provision for pupil's personal development. This good provision contributes strongly to the ethos of the school and helps pupils in becoming responsible and thoughtful members of society.

35 The school's provision for pupils' spiritual development is sound. Religious education lessons and assemblies help pupils to understand their own faith and the beliefs of others. Themes for the week, such as 'challenge', help pupils to set their own targets within their own life. These themes are reflected in a variety of ways throughout the week and during inspection provided opportunities for pupils to recognise challenge in several forms. Teachers over direct some of the experiences, and few opportunities for reflection mean that pupils do not often experience feelings at a personal level. However, some lessons do give pupils special experiences. For example, Year 1 and 2 pupils greeted with gasps of amazement, the demonstration of an old seed spreader that is operated by a bowstring. Pupils in Years 5 and 6 listened in wonder to the delicate and beautiful sound of a very small wind chime.

36 There is good provision for pupils' moral development. A useful and successful behaviour policy is in place that does not attach blame when there are disputes, and support assistants are trained in the use of this practice. Pupils respond well to this policy and understand right from wrong. Pupils are well behaved at all times and show concern for others and a belief in the need to work well at school. There are class rules in each classroom that have been developed in discussion with pupils and the school council has a fund raising project for the support of a less fortunate member of society. The merit awards system is highly valued by the pupils and consistently reinforces good behaviour.

37 The school develops pupil's social awareness in a variety of ways and this provision is good. There is a residential visit for older pupils early in the school year to develop relationships and give the pupils a sense of belonging to a team. The school council is elected by pupils and manages its own meetings through its own elected chair and treasurer. It has been effective in changing dinner routines and is working to resolve tuck shop issues about choice. Sometimes these sessions can be too teacher directed. The policy for personal social and health education does much to develop pupil's awareness and self-image through 'circle time' lessons where relationships and personal problems can be discussed. However, some teachers put pupils under pressure to speak rather than framing opportunities in a non-personal way. Opportunities are made for older pupils to 'pair' with the youngest pupils in the school for reading experiences that share the experience as well as the story. However teachers over direct some opportunities for social development and do not offer pupils full opportunities for using initiative.

38 The school's provision for pupils' cultural development is satisfactory. Local studies in history help pupils to understand local traditions in the study of the 'Fish Trail'. This leads pupils around the community and identifies features and locations about trade from the past. Art and design lessons include themes that cross cultural boundaries and work by Japanese

artists and religious education provides for study of other cultures. Pupils have satisfactory opportunities for cultural development as a result of this provision. But there has been no clear action to improve awareness of the culture of other ethnic groups, although this was mentioned as needing improvement in the previous report. A visit has been made to a local Sikh Temple. The school has gained an International Schools award for its work in developing links with schools in the European community. Teachers have made exchange visits and pupils have exchanged letters and samples of work they have done.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39 The school takes good care of its pupils. This was identified in the last inspection. They are supervised carefully throughout the day and regular health and safety checks are carried out around the site. Child protection procedures are effective with a teacher having designated responsibility for liaising with outside agencies. These procedures are clearly understood and implemented when needed, by all staff.

40 The school's procedures for monitoring pupils' personal development are effective. Registers are marked properly and monitored very thoroughly. All absences are followed up promptly, and a wide range of initiatives is in place to promote better attendance. Despite the best efforts of the head teacher and staff these are not having any significant impact as attendance has fallen slightly since the last inspection.

41 Teachers know their pupils well, have good relationships with them, and place strong emphasis on promoting high standards of behaviour both in and out of class. Praise and rewards are used effectively and achievements are celebrated.

42 The school is beginning to develop the use of target setting and sharing targets with parents at open evenings. The targets are sometimes too broad to give parents guidance in helping their child. The system also needs further development to ensure pupils are fully involved in knowing and understanding their own targets. The marking of pupils' work does not always provide them with knowledge of how to improve.

43 The school analyses its results well with reference to boys and girls' achievements, birthdays, and special needs. However, the analysis does not make clear links to the learning programmes provided for groups and individuals. Records of pupils' achievements are collected, which consist of optional tests, end of half term assessments, and work that has been matched to National Curriculum levels. The results are not analysed as effectively as they could be to identify individual achievement and the next steps needed to improve learning. Results are not drawn into an easily used form that helps teachers to plan clear learning objectives for all their pupils, particularly the more able and those with special needs. The lack of clear targets means that the targets in the individual learning programmes for pupils with special needs are too broad and do not identify the small steps that they need to take to make progress. Therefore the termly review of these targets does not sufficiently promote pupils' progress.

44 The school has sound procedures for assessing pupils' progress but there is a lack of consistency in the recording of these assessments and the way in which the information is passed on to the next teacher each year. This means it takes longer for teachers to get to know what their pupils know and can do and this slows the learning of new skills and knowledge. As a result some pupils receive work that is too easy or too difficult for them. However, a few teachers are good at assessing pupils' progress during lessons and they make good progress. In many classes the day-to-day assessment and recording of what individual pupils have learned is not used well enough to ensure that the next units of work are adapted

to build on what pupils already know. For example, the mathematics assessment sheets used for older pupils provide a good basis for checking their strengths and weaknesses but are not used well to support their learning in subsequent lessons. For the younger pupils in the school the records kept are a sound basis for identifying their achievement and the next steps they need to make. These are mainly linked to the 'stepping stones' for early learning in the foundation stage and, by the end of the reception year, to the skills and knowledge of the National Curriculum. There is some good practice already in the school that could be usefully adopted in all classes. For example, folders containing useful literacy assessment records for pupils with special needs are not used consistently in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45 Parents express very strong support for the school, and links with them have remained effective since the last inspection. Several parents regularly assist teachers in class, and the Parents' Support Group continues to provide the school with generous help through various fund-raising and social events. Suitable homework is provided throughout the school, and most parents are happy with what is set. A castle-making project in Year 1, for example, was particularly well supported by parents. One parent also runs the informative school web site.

46 The range of information provided for parents is satisfactory and is broadly similar to that reported at the last inspection. Parents are kept well informed about life in school through newsletters and on-going correspondence and, in addition, teachers also supply them with various details about what is being taught in class. Pupils' annual reports are sound but often place too much emphasis on describing what has been taught during the year, with insufficient attention being paid to what pupils' have achieved. The prospectus and governors' annual report meet statutory requirements.

47 Parents of pupils with special educational needs are suitably involved from the time the teacher has an initial concern and they are kept informed about subsequent developments. The school communicates well with these parents; they are well informed about review meetings and most take part in them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 The head teacher, key staff and governors provide sound leadership. This was described as good in the last inspection but there have been changes in senior staff. The deputy head teacher has recently been promoted and a senior teacher is currently acting deputy. Although this has ensured a strong management team it has meant that all the senior staff now carry extra management responsibilities and this has slowed progress against some initiatives as staff get used to new responsibilities. The head teacher provides a good lead in setting the school's effective ethos for learning. He has worked well to build an effective staff team that is committed to providing a good level of care and support for the pupils. This results in a school where pupils are happy and enjoy the good range of activities that are presented within most subjects. All staff share a commitment to improving pupils' work and behaviour. They work well together to raise pupils' self-esteem.

49 The school development plan, which was written by the head teacher after input from subjects co-ordinators and involved all staff in consultation, sets out a clear agenda for action, incorporating realistic costs, responsibilities, success criteria and time scales. However, there has not been sufficient rigour in ensuring that the action plans established to meet the priorities identified in the plan are specific enough to make the needed improvements. For example, standards in English are well below the levels expected by the end of Year 6 and the school has rightly identified the need to improve pupils' speaking, listening and writing skills. However, the school has not been thorough enough in investigating the reasons for the previously low standards and so the action plan lacks detail, and is unlikely to succeed quickly.

50 The school has established sound systems to monitor and evaluate what the school does well and to identify areas for improvement. The staff analyse test results and other assessment information to set realistic targets for improvement in English and mathematics. The school is developing sound procedures for monitoring teaching and learning. The head teacher, senior staff and co-ordinators for English and mathematics have had an opportunity to check on teaching and learning and to evaluate the development of literacy and numeracy through opportunities to visit other classes. However, this has not yet been used to evaluate what works well and what can be improved. The co-ordinators for other subjects work hard to ensure that their subjects are well managed and colleagues are supported. They do not yet have sufficient opportunities to observe teaching and learning in other classrooms or to work alongside colleagues to influence work in their subjects.

51 The role of the governors has improved since the last inspection. They have a good awareness of the strengths and weaknesses of the school and work well in committees to support management. The work of each committee has been clearly identified and their delegated powers clarified. Governors are very supportive of the school; individual governors are linked to subjects and to areas such as special educational needs and this enables the governing body to have a good understanding of the work of the school. The governing body ensures that all statutory requirements are now met.

52 The school has made sound progress since the last inspection in 1997. Standards and teaching are better than they were. The teachers' planning for the curriculum now ensures that all subjects are taught in sufficient depth and through a good range of interesting activities. The school has made a start on providing more challenge to more able pupils. Staff now group pupils by ability for English and mathematics so that work can be more closely match the needs of different abilities and some planned extension work is available to enable more pupils to attain the higher levels in national tests by the age of 11. However, the head teacher and key stage co-ordinators have shared the management of assessment. There has been no one to have a clear overview of practice in the whole school. The school has made

substantial improvement in its provision for ICT and statutory requirements for this subject are now met. New computers and software in classrooms, the creation of a well-resourced ICT suite and effective staff training ensure that standards are now at the level expected of pupils at the age of 11. The strong commitment of the head teacher, staff and governors ensure that the school is well placed to continue its planned developments.

53 The school's financial planning is good and specific grants are used appropriately. The governors seek the best value in their expenditure. The school tracks its progress towards the targets it has set for improvement and considers what value it has received from the money that it has spent. The school is well managed on a day-to-day basis and new technology is used well to support management. The school's senior administrative manager provides good support in monitoring the budget and in the administration of the school.

54 The funding for pupils with special educational needs is managed well and the decision to allocate funding for extra classroom assistants to work with these pupils has enabled them to be supported well in class and when withdrawn for extra help. The co-ordinator for special educational needs (SENCO) is new to the post but has begun to make changes to provide more rigorous records of pupils' progress within the special needs register. Reviews are regular and well documented but targets in the pupils' individual learning plans need to be more specific and more easily tested. Help and advice is always available but teachers need more knowledge of the kinds of activities that would more effectively support particular learning difficulties. The governor with responsibility for special educational needs is fully committed to her role and plays a full part in the school as a member of the support staff and as a governor.

55 The staffing of the school is good. The school has a satisfactory number of suitably qualified teachers. Although there are high numbers of pupils in many classes, the school makes sure that each class benefits from a learning support assistant. There are sufficient, suitably trained teachers and the school has appointed a classroom support assistant to every class. This means that groups of pupils who need extra support with their learning can receive close adult advice. In addition, there are other staff who work effectively with pupils with special educational needs when these pupils are withdrawn from class lessons to work individually or in groups. The school has gained an 'Investors in People' award and this reflects the good programme of staff training. This ensures that teachers have sound knowledge of their subjects. Training usually focuses on the school's priorities or on targets identified in the annual review of teachers' performance; this is having a positive effect in some areas. For example, teachers' competence and confidence in ICT have developed significantly and this is already raising pupils' standards. Support staff are well qualified and have received additional training. Further training is available and training days at the start of term are used effectively to share new ideas and information from courses.

56 The school has very good procedures for introducing new staff to the school. The school documentation is informative and helpful. The senior teachers who mentor newly qualified teachers are very supportive and offer valuable advice when necessary. Newly qualified teachers benefit from a variety of relevant training throughout their first year and, in particular, from the opportunity of observing good teaching both within the school and in other schools.

57 The school has at least satisfactory resources to meet the needs of the curriculum. However, pupils are presented with a limited view of the multicultural nature of society and there is a need to broaden the range of resources to support this area. Resources for art and design, history, ICT and English are good. There is a large quantity of reading material but the quality and range of reading books for older pupils is narrow.

58 There is sufficient accommodation to teach the curriculum effectively. It is well maintained and kept meticulously clean by the premises manager. Classrooms are suitably furnished and further enhanced through attractive displays. The new computer suite is well equipped and used effectively. The grounds are also well maintained and contain a variety of recreational facilities for pupils to use.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59 In order to further improve standards by the end of Year 6 the head teacher, staff and governors should:

(1) Improve standards in English by:

- the provision of more planned opportunities for pupils to develop and practise their speaking and listening skills through drama, role-play and discussion in English and other subjects;
- improving opportunities for pupils to use their writing skills in other subjects;
- promoting pupils' interest in reading by providing a wider range of reading materials for pupils in Years 5 and 6.

(Paragraphs 4, 18, 26, 27, 49, 70, 71, 73, 75, 77, 78, 103)

(2) Improve the day-to-day assessment and recording of what pupils have learned and the use of this information to more precisely match work to the needs of individual pupils, particularly the highest and lowest attainers.

(Paragraphs 2, 3, 24, 28, 31, 44, 54, 70, 76, 85, 87)

(3) Improve the learning and achievement of pupils with special educational needs and in particular:

- ensure that their individual education plans contain targets that are broken down into small, achievable steps that are more specific to their needs;
- providing a wider range of planned, stimulating activities that meet their different needs.

(Paragraphs 9, 22, 23, 43)

In addition to the issues above, the governing body should consider the following less important issue when drawing up its action plan:

Improve the monitoring and evaluation of the work of the school by:

- developing the role of subject co-ordinators in monitoring teaching and learning and developments in their subjects through observing and supporting work in other classes. (Paragraphs 50, 78, 98, 107, 124)
- reviewing the balance of time in the juniors to ensure sufficient time is allocated in all subjects. (Paragraphs 25, 105)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	29	19	3	0	0
Percentage	0%	15%	48%	32%	5%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	344
Number of full-time pupils known to be eligible for free school meals	0	107

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	154

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	11.1%
National comparative data	5.2%

Unauthorised absence

	%
School data	0.2%
National comparative data	0.5%

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	13	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	11	12	12
	Total	26	27	29
Percentage of pupils at NC level 2 or above	School	84% (71%)	87% (65%)	94% (82%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	11	12	11
	Total	26	28	27
Percentage of pupils at NC level 2 or above	School	84% (71%)	90% (88%)	87% (88%)
	National	84% (82%)	88% (86%)	88% (87%)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	29	24	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	24	29
	Girls	15	19	22
	Total	36	43	51
Percentage of pupils at NC level 4 or above	School	68% (52%)	81% (57%)	96% (63%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	24	21
	Girls	11	16	13
	Total	30	40	34
Percentage of pupils at NC level 4 or above	School	57% (50%)	75% (65%)	64% (61%)
	National	70% (68%)	72% (69%)	79% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	1
Chinese	0
White	289
Any other minority ethnic group	5

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	5	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)	12
Number of pupils per qualified teacher	28.7
Average class size	31.3

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	425

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

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	738,623
Total expenditure	741,949
Expenditure per pupil	2,067
Balance brought forward from previous year	23,465
Balance carried forward to next year	20,139

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	344
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	2	0	0
My child is making good progress in school.	52	44	2	0	2
Behaviour in the school is good.	48	46	2	2	2
My child gets the right amount of work to do at home.	36	46	18	0	0
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	52	36	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	56	42	0	0	2
The school works closely with parents.	44	46	8	2	0
The school is well led and managed.	60	34	0	4	2
The school is helping my child become mature and responsible.	57	39	2	0	2
The school provides an interesting range of activities outside lessons.	29	43	10	2	16

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

60 The provision for children in the nursery and the reception classes is good and has improved since the last inspection. The children spend two or three terms in the nursery class and nearly all of them transfer to the reception class. The school will admit a further intake of children in January and this will mean that a second reception class will be established. At the time of the inspection, many children were new to both the nursery and reception classes. The nursery has 19 children who attend full-time for this term. The younger nursery children attend part-time. When they enter the nursery, the children's attainment covers a broad range, but is often well below average, particularly in the language, literacy, communication and mathematical areas of learning. They make good progress throughout the nursery and reception classes (foundation stage) due to the effective teaching. Many children are likely to attain the learning goals identified for their age in their knowledge and understanding of the world, creative development and physical development by the time they reach the end of the reception year. Their personal, social and emotional development is good. Teaching has improved in the foundation stage since the last inspection and so children now achieve well. Teaching is at least satisfactory and is mainly good, and occasionally very good, in both the nursery and reception classes. Teachers, nursery nurses and classroom support staff work well together. The support staff are deployed well and take a full and effective role in teaching the children. The co-ordinator has a good understanding of what needs to be done to continue to develop the curriculum for these children and all staff are clear about what will be learned through the activities that are planned.

Personal, social and emotional development

61 This area of learning is promoted well and the good teaching ensures that the children gain in confidence and feel comfortable to express their ideas and feelings. Many children have only been in the nursery and reception classes for a very short time and are already settled well into the routines of their class bases and move confidently both indoors and at outdoor play. By the time they enter the reception class their personal and social development is often good and is on course to be good, and often very good by the end of the reception year. The children make good progress because of the good routines and clear expectations of the staff. Relationships are very warm and supportive and the staff work well as a team; they provide effective role models for the children. The staff forge an excellent partnership with the children's parents by inviting them to visit with their children before they start school and to help in the classrooms if they wish to do so. This helps children settle well in school. They are eager to learn and many are keen to show their work to visitors. They persevere with tasks and are beginning to work together. They negotiated roles in the 'Baby Clinic' and confidently entered into imaginative play using experience from beyond school. As one cuddled her baby she confided 'Do you know my baby weighs one pound?'

62 The children in the nursery are learning to share the outdoor equipment happily and help each other when they work on the computers. By the time they enter the reception class, the children are beginning to show good levels of independence and concentration when working individually or with other children. Many work in pairs to use equipment in the hall or when using construction kits to create models. The staff manage children very well; children in both classes are taught the difference between right and wrong and as a result, behaviour is consistently good. Teachers have very detailed and impressive records of the personal, social and emotional development of individual children which are used very effectively to ensure they are well supported in this area of learning.

Communication, language and literacy

63 By the end of the reception year, the majority of children are likely to attain standards below those expected for their age in this area of learning. Achievement against their attainment on entry to the foundation stage is good however, particularly in the basic skills of speaking, listening and early reading and writing skills. This results from good teaching in both classes. Children have many opportunities to develop their speaking and teachers and support assistants plan well to ensure that children's speaking and listening skills are reinforced within all activities. They use effective strategies to encourage children of all abilities to listen carefully and then to talk about their work. For example, the time at the end of a session was used well as children talked about the skeletons they had copied from a model 'Look that's his skull it joins here'. A boy in the nursery talked eagerly about the tower he had built. These opportunities enable them to grow in confidence and raise their self-esteem. In both classes, teachers encourage children to listen to other children speaking and they are encouraged, with some success, not to interrupt.

64 Teachers encourage children to enjoy books and teach early reading skills well. In the nursery the book area is well organised to encourage children to sit quietly, choose books and 'read', either independently or with a friend. In the reception class, children can talk about a favourite book and happily talk about the main character in a story. The work on letter sound is begun in the nursery where the teacher played a game with the children that encouraged them to choose objects beginning with the 's' sound from a mix of objects, only some starting with this letter. A few children successfully identified the objects that started with 's' but many are still not able to distinguish sounds and make wild guesses such as 'snake starts with m'. The foundation work is built on in the reception class where children are beginning to know initial letter sounds and find words that start with particular letters. In a lesson on 's' sounds many children could find objects in the room starting with this letter. These skills are taught well in the foundation stage and good links are made with reading and writing. By the end of the reception year, most children are likely to still be below the goals set for their age in reading and writing but this represents good progress for most. The reception children know the difference between storybooks and those that contain information. About half of the children in the reception class make a good attempt, at this very early stage of the year, at joining in when the teacher reads from a 'big book'. The teachers read in a lively and enthusiastic manner and so the children are interested and keen to know what happens next. Parents are actively involved in the reading progress of their children and are encouraged to share books with them at home. Many write useful comments in their child's reading diary, which informs the school and helps to encourage children to read at home.

65 Children are given many opportunities to develop their writing skills. In the nursery, early writing skills are developed well as children 'write' in their role-play and take 'telephone messages'. In the reception class they trace over the letter 's' or successfully join dots to form the letter. In the 'Baby Clinic' children practise their writing as 'nurses' record details of 'babies' and make 'appointments'. A few more able children write their name and others can copy their name accurately. They are developing sound pencil control and more able and some of average ability can write recognisable letters. The effective support given to all ability groups by either a nursery nurse, classroom support assistant or a parent helper ensures that children make a good rate of progress in lessons.

Mathematical development

66 The children's mathematical development is often well below the standards expected for their age when they start in the nursery but they make good progress throughout the foundation stage. However, many children are likely to be below the learning goal identified

for their age at the end of the reception year. This area of learning is taught well. In both the nursery and reception classes, staff reinforce counting skills in all activities. Staff ensure that children are taught the correct mathematical language related to different concepts such as 'small/large' and 'long/short' by using real examples. In the reception class the teacher uses guidance from the National Numeracy Strategy effectively, ensuring that children have a secure basis for National Curriculum work in Year 1. Teachers ensure children have opportunities to use mathematical skills and knowledge in activities, such as songs and number rhymes. Lessons and activities are well planned, to develop early concepts of number and shape. This was well illustrated in the nursery as children sorted plastic bears by size and colour, while other children drew a caterpillar and filled in and counted seven eyes. The introduction to numeracy lessons is used well by the teacher in the reception to enable the whole class to count numbers from zero to 20 on a 'washing line'. Work was well matched to the age and abilities of the children and her questioning took account of the different stages children had reached. Most children could count to 10 when working on sorting and matching tasks but only about half the children were secure in matching objects to total 10. For example a child found six books and stated she had 10. This enabled the teacher to make a good teaching point of counting out the required number of books needed. In both the nursery and reception classes children use play-dough to make recognisable two-dimensional shapes and use large three-dimensional shapes to build towers, using cylinders, cones and cubes. The staff use these opportunities well to teach children the names of shapes and many recognise circle, triangle and square. Teachers use classroom displays effectively to constantly reinforce new skills and knowledge. Children use number games, role-play and counting and matching games on the computer to improve their number recognition.

Knowledge and understanding of the world

67 There is mainly good teaching in this area of learning in both the nursery and reception classes. This ensures that children make good progress and most are on course to reach the early learning goals identified for their age by the end of the reception year. A wide range of interesting activities and visits is planned, such as those to local parks and shops. Visitors include a wide range of people, for example, linked to the topic 'People Who Help Us'. Many children make rapid progress in using ICT and work very confidently with the computer programs. Many have sound basic skills and know how to move objects on screen using the mouse to move cursors or drag items into position. The children are beginning to work sensibly in pairs and to help each other. The children in reception reinforced their counting skills well when their teacher enabled them to use the 'magic wand' with the interactive white-board. A few children can select the option they need to access the game they need from a simple menu. In both classes children have opportunities to bake and this reinforces their scientific understanding as they describe how heat changes the cake mixture or dough. Teachers plan for a good range of activities linked to the natural world and by the end of the reception year they understand the life cycle of a frog. In their current topic children learn about their body and many already understand that all animals, including humans have a skeleton and they are beginning to name different bones and body parts. All adults extend children's learning through well-timed questions to help them consolidate what they know and to challenge them to investigate for themselves. For example, children are encouraged to plan and make choices of equipment and materials when making models and to say what could be improved.

Physical development

68 The teaching is at least satisfactory and often good in outdoor play and in formal sessions in the hall. Children make good progress in their physical skills. They are likely to meet the expectations for their age by the end of the reception year, with a few children who

are likely to achieve well. In both classes, the children use tools appropriately when they paint, join objects together and cut shapes from paper. Adults do not intervene too quickly when the children have difficulty in manipulating materials but guide them to practise their skills and enhance their learning. Outdoor activities are well planned to develop the children's co-ordination and balance. In the hall they use space well and in both outdoor and indoor physical activities the children make good progress and move freely and confidently as they climb, run, hop, throw a ball or steer accurately when they ride on wheeled toys. The staff supervise these activities closely and are careful to impress upon the children that they need to take turns and behave sensibly and safely.

Creative development

69 The children's learning in both classes is good and they are well on course to reach the goals set for their ages in most aspects of this area of learning, with a few children who could attain more highly by the end of the reception year. The teaching is mainly good in both classes. The staff plan a range of activities through which the children explore different media, such as when they mix colours, or roll and flatten clay. In the reception class, for example, the children made patterns using their handprints and the teacher effectively reinforced their observation skills as they looked at the lines on their palms. The adults often offer good support for the children's learning as they talk to individuals or groups. In art activities the children make choices of the size or colour of paper they use. They enjoy music making and can clap out rhythms. The nursery children already join in simple action songs and the reception children know many of these by heart. There are good opportunities in both classes for the children to act out roles and create imaginary scenes. These activities are planned well so that adults are sometimes involved and the children's vocabulary is extended and their language is more confident.

ENGLISH

70 By the end of Year 2, pupils achieve standards of English expected of pupils of their age. This represents a steady and consistent improvement since the time of the last inspection. Much of this is due to the good teaching in Years 1 and 2. However, by the end of Year 6, pupils' attainment is well below expected levels. Although there has been a slight trend upwards in recent years, pupils have not made a strong enough improvement since the last inspection. The school has not been thorough or swift enough in analysing the areas of pupils' weaknesses and seeking solutions. For example, although teachers have known for some time that pupils' writing skills are not good enough, plans to overcome this are only now gathering momentum. Pupils with special educational needs and those who do not have English as their first language make satisfactory progress although the day-to-day assessment of progress is not always used to match work to their needs.

71 The quality of pupils' speaking and listening is similar throughout the school; pupils listen satisfactorily but their speaking is below what is expected for their age. Teachers develop warm and supportive relationships with their pupils and this encourages them to concentrate and listen well. For example, when discussing a story, one teacher talked about her own experiences and pupils clearly wanted to hear about her exploits. Teachers often explain new concepts well and use the right level of language so that pupils readily understand new learning and then tackle tasks in a straightforward way. Teachers provide some sound opportunities for discussion of personal and social matters. Pupils, therefore, know how to listen to one another. However, many pupils do not express themselves very clearly. Their vocabulary is limited and they prefer to speak in words and phrases, rather than in longer sentences, if at all. Lower attaining pupils, including those with special educational needs, are often reluctant to speak in lessons and, when they do so, are not always distinct enough in pronunciation. Higher attaining pupils not only listen sharply but also speak with reasonable confidence and relevance.

72 At this early stage of the school year, the pupils in Year 2 have below average reading skills but have the potential to be close to the standards expected by the time they are seven. Their current knowledge of familiar stories and nursery rhymes is weak, and their vocabulary is not broad enough. Nevertheless, pupils are comfortable reading in sentences and enjoy reading. They still use their fingers as a guide and often rely on pictures for guidance, but they are beginning to sound out the first letter of new words to become more accurate. Only higher attaining pupils read with some fluency and understand clearly what they are reading. They

know when they make mistakes but cannot yet correct them effectively. Lower attaining pupils have similar skills to most other pupils. By the end of Year 6, pupils' reading skills are well below what is expected for 11 year olds. They enjoy reading and can talk about their favourite books, but these do not include classic literature or non-fiction books. They read new words competently, but they do not read stories with enough fluency or expression; they tend not to show enough interest in their reading. Lower attaining pupils lack confidence. Even higher attaining pupils, who can decipher difficult words well, also lack confidence and smoothness, even using a finger to help follow the text on occasions.

73 The quality of pupils' writing is satisfactory by the end of Year 2. They know how to string sentences together to form simple descriptive or factual writing. They can, for example, write down their comments about a book they have read. Most pupils understand that it is necessary to punctuate sentences with capital letters and full stops. Their handwriting is neat and their spelling is usually good enough for their age. However, lapses of concentration can turn 'pigs' into 'pags' and 'didn't' into 'dnt'. Lower attaining pupils, including those with special educational needs, have difficulty writing properly. Their spelling is weak, and uncertain handwriting makes their brief sentences barely readable. By contrast, higher attaining pupils are starting to organise their sentences thoughtfully and express themselves clearly. Their spelling, punctuation and handwriting are good. By the end of Year 6, pupils' writing skills are well below national levels. Pupils know how to prepare their writing by drafting out their ideas, but do not yet have the ability to produce a firm structure to their writing. Spelling is not at all secure and handwriting is not very mature. Narratives, for example, tend to tumble along, without regard for story development. Spelling is not secure and handwriting is immature. Most importantly, pupils do not show enough imagination in their writing. Only higher attaining pupils show a degree of creativity. They understand how words and length of sentences, for example, have impact. One pupil wrote in a story, 'Suddenly I heard a noise, I froze in my tracks'. Lower attaining pupils have a more limited expression although their spelling can be satisfactory. Pupils have too few planned opportunities to use their writing skills in other subjects.

74 The quality of teaching is at least satisfactory, with good teaching in Years 1 and 2. This is partly because these teachers have worked together and supported each other well for a long time in the same classes. However, it is mainly because they have effective methods of teaching pupils. Through their caring and sensitive manner with the pupils, they create a happy and positive atmosphere in the classrooms. They involve all pupils in the learning process, which reinforces their understanding. For example, in a Year 1 class, all pupils were able to read aloud, because the teacher used both individual and group reading. This makes pupils feel valued and keen to learn. Teachers use strategies such as games and flash cards so that pupils can hone their listening by differentiating quickly between the vowel sounds 'oo' and 'oa', for example. Teachers have high expectations of their pupils not only of behaviour but also their efforts. For example, one teacher encouraged pupils in a Year 2 class to read sentences aloud with expression. This encouraged a better level of reading, especially for higher attaining pupils who were particularly able to rise to the challenge.

75 In the juniors, teaching is satisfactory. Most teachers also have a good rapport with their pupils but do not always expect enough from them. For example, in class discussions, teachers tend to rely on pupils who are willing to answer and neglect to involve the less confident speakers. This is good for more able pupils but does little to raise the attainment of lower attaining pupils. Staff do not select carefully enough topics that inspire and motivate older pupils. Similarly, teachers do not encourage able pupils to read a wide variety of material. They focus on narratives from the reading scheme and this restricts pupils' scope and pleasure. Sometimes, teachers do not inject enough pace into the lesson so that the pupils in turn are quite passive or complete their written work unenthusiastically.

76 Throughout the school, teachers do not assess pupils' progress well enough. Their marking of pupils' work contains encouraging comments, but is often cursory and does not highlight areas of weakness. In the same way, teachers do not consistently record how well pupils learn so that planning can be adapted for future lessons. For example, all too often, all pupils in the same class receive exactly the same level of work. This can cause difficulties for lower attaining pupils and limit the progress of more able pupils. Teachers are beginning to set targets for individual pupils but these refer to expected levels of achievement and do not focus enough on individual needs. In addition, these targets are not readily shared with the pupils and so do not serve as a constant reminder. Teachers work well with the classroom assistants to try to overcome this. Classroom assistants often make notes of pupils' contributions in whole class work, but this information has yet to be used effectively by teachers. Classroom assistants play a valuable supporting role in lessons, particularly with lower attaining pupils, those with special educational needs and pupils who do not have English as their first language.

77 The school is aware of the need to improve standards in literacy but has not acted urgently enough to do so, especially in Key Stage 2. Two key elements of the school's action plan involve the development of pupils' speaking, listening and writing. This is sensible, but the school has not been thorough in investigating the reasons for the previously low standards and so the action plan lacks detail, and is unlikely to succeed quickly. It is good that the school has introduced 'circle time', which gives pupils more opportunity to talk about personal and social issues. This should improve pupils' speaking, but the sessions are not consistently well managed across the school. On the other hand, the school has not given enough thought to the resources that will inspire older pupils to read and write with more pleasure and confidence. In addition, teachers do not use the other subjects on the timetable enough to develop speaking, listening and writing well. There are too few opportunities for role-play, drama and discussion.

78 The co-ordinators provide sound management of the subject and have ensured the satisfactory implementation of the National Literacy Strategy. There have been some opportunities to visit other classes to check on the literacy sessions but they have had few opportunities to evaluate the impact of teaching and learning on the development of the subject. The head teacher and senior teachers observe teaching and learning but have not yet used the outcomes to improve pupils' work. There has been a good amount of staff training in recent times, yet this has not yet had sufficient impact in lessons. The school has done well to improve the resources to support learning. There are two well-stocked libraries and a large amount of guided readers and reference books, notably dictionaries. However, there is not enough quality reading material for pupils in Years 5 and 6.

MATHEMATICS

79 The steadily improving performance in mathematics over the past four years reflects the input from the National Numeracy Strategy and the benefit of some particularly good year groups. However, the school's success is reduced in some years by the impact of the high proportion of pupils with special educational needs. Inspection evidence shows that standards are satisfactory by the end of Year 2 but are below expectations for pupils at the end of Year 6, particularly for more able pupils. The last inspection report mentioned lack of challenge for these pupils and the school has made efforts to meet their needs through following the framework for teaching numeracy and providing learning activities at different levels of difficulty. But there is still a need for more challenge for the higher attaining pupils. Much of the work given uses harder numbers and does not set tasks that cause pupils to use the ideas they have learned rather than practise methods of calculation. Pupils in Years 1 and 2 have

made good progress in their mathematics due to the good teaching that they receive. Pupils in Year 3 to 6 and pupils with special educational needs make satisfactory progress as a result of organising teaching groups by ability.

80 During the inspection higher attaining Year 2 pupils were able to use place value and the order of numbers to accurately locate number sequences such as 58, 59, 60, 61, 62 on a blank grid that contained 100 squares in rows of ten. They could sort a group of numbers such as 66, 660, 106, 601, and 600 into order and had clearly learned well as a result of the good teaching in this key stage. Other evidence of attainment, from analysis of work from the previous year, shows that higher attaining pupils had progressed to finding $\frac{1}{2}$ of 8, dividing 9 by 2, finding nine ways to make 45p with coins and that they found the line of symmetry for a variety of natural shapes. They knew the properties of basic shapes and their work was very accurate, neat and was always completed. Other Year 2 pupils worked at a lower level as they identified odd and even numbers, calculated the value of several coins and completed simple multiplication sums related to 5 and 10 times table.

81 Higher attaining Year 6 pupils use place value well to multiply 47 and 5 by calculating 40 times 5 and then 7 by five and adding the two answers. They have quick recall of the eight times table and had clearly learned these facts for homework. Analysis of work from the previous year showed that pupils had progressed to converting fractions to percentages, finding the area of irregular rectangular shapes and using the angle properties of regular shapes such as triangles. They had also plotted points in four quadrants. Their work was set out well and showed respect for the accuracy of the number system. However the work of lower attaining Year 6 pupils was at a much lower level and contained many examples of unfinished work and much work that was inaccurate. They knew that $\frac{1}{2}$ and $\frac{3}{4}$ have the same value as four-eighths and six-eighths respectively but could not understand how to multiply 27 by 15 or calculate the area of rectangular shapes with some simple irregularities. The teaching of these pupils showed weak subject knowledge and poor use of assessment so that the work was at the wrong level for the ability of the pupils. During inspection the lowest attaining Year 6 pupils found difficulty in remembering number facts to 20 and could not use place value to simplify a calculation such as 184 minus 176 to the level of 14 minus 6.

82 Although teaching and learning is mainly satisfactory overall, the teaching and learning in Years 1 and 2 are good, with satisfactory teaching and learning in Years 3 to 6 where one lesson was unsatisfactory and a few were very good. The good teaching and learning in Years 1 and 2 ensures a brisk and purposeful pace to lessons and teachers know the abilities of the pupils well. In most lessons questions were directed to pupils at a suitable level and all pupils worked hard to answer the questions. Coin fans were used well in a Year 1 class to enable pupils to demonstrate groups of coins to make amounts such as 10p and 20p. The good relationships between teacher and pupils gave pupils the confidence to try different ideas and average attaining pupils were able to develop efficient groups such as 5p + 5p to make 10p whilst others used relationships and values of coins so that 1p + 2p + 2p + 5p made 10p. A pupil in a higher attaining class was heard to say, 'Now we are getting there' as the class sorted six two figure numbers into order by exchanging only two numbers at once. As the teacher moved on to the use of '0' as a place-holder in the number system another pupils exclaimed 'I like this work' whilst re-arranging six numbers from 14 to 400 which included 140 and 104.

83 Where there is good teaching and learning in the Year 3 to 6 classes, lessons have a clear sense of purpose, good questioning and carefully match the learning to the needs of the pupils. Pupils with special educational needs are supported well by good use of the classroom support assistants in helping them to achieve success in their work. Other pupils take an active part in lessons and complete their work as required. For example Year 4 pupils in a

high attaining set were keen to generate a set of five numbers such as 75834 and to sort them into largest and smallest values such as 87543 and 34578 and to also 'read' their answers. The very good teaching was in a Year 3 class where the teacher confidently led the lesson at a brisk pace and used time limits well with an efficient signal system for pupils to display their answers in the mental session. Praise was used well and the result was the full and enthusiastic involvement of the pupils who anticipate patterns and relationships with comments such as 'Is it two's?' and 'Its giving even numbers' when doubling numbers. When using a set of three numbers to generate another set of larger numbers by addition the teacher used good questions such as 'How did you know?'. So that pupils answered with ideas such as 'If $5+3=8$, then $5+2 = 7$ because 2 is one less than 3'. However, when teaching was unsatisfactory, the planning was vague and questions were asked at a very slow pace and in a predictable order. Pupils did not become involved in an activity that was too easy and so lost concentration and were not ready to answer when their turn arrived. Teachers' weak subject knowledge limited work on place value by representing 600 with three pupils holding two hundred blocks of cubes each. This did not give a clear focus on the value of each place in the number system so that the pupils were unable to translate the ideas from direct teaching into practice on the planned activity. As a result most of the pupils in this lesson could not represent 537 as $500 + 30 + 7$.

84 There is some use of mathematics in other subject areas such as history. In Years 1 and 2, pupils represented the historical events on a time line and were impressed with the large period of time to the year 1000 when their studies on castles began to be represented. Year 6 pupils link their skills in mathematics with those in information and communication technology to produce spreadsheet displays of their progress in weekly tests.

85 The leadership and management of mathematics have secured satisfactory improvement since the last inspection by using the numeracy framework to raise standards at a rate that is above the national trend. Suitable objectives have been identified to raise the performance of higher attaining pupils further and to monitor the standards of the school. However, procedures are focused on collecting assessment information, discussing the need to improve and sharing the objectives with all teachers. There is no clear sequence of action identified with specific tasks to meet identified weaknesses in the teaching and learning of the school. This is because unsatisfactory use is made of assessment information. Areas of weakness or methods to improve the learning of higher attaining pupils are not clearly identified and so the sequence of 'What needs to be done? How will it be achieved?' and 'How well did it work?' is not followed.

SCIENCE

86 Very few books were available from last year and the amount of current work was limited because the inspection was very early in the term. Judgements have been based on teachers' planning and assessments seen, talking with pupils, lessons, books and the scheme of work.

87 Standards have been rising since the previous inspection although they are sometimes depressed due to the high number of pupils with special needs in some years. By the age of seven and 11 pupils attain the standards expected for their age. However, few pupils achieve high levels in both age groups. This is sometimes the result of unsatisfactory assessment procedures that do not identify and build on the key skills and knowledge which children have. As a result teachers have insufficient information about pupils' progress in order to plan work to meet the needs of all the pupils. However, they plan effectively to cover the curriculum topics through an interesting range of activities.

88 At the age of 11 pupils make simple circuits using switches and some are beginning to

draw diagrams using symbols to represent the components. They learn about light and how it passes through different materials and how others reflect it. They have a sound knowledge of solids, liquids and gases, and identify the conditions needed for evaporation and condensation. However, they have limited skills in applying this knowledge to the wider world and their own experiences. Pupils' work is often recorded on worksheets and frequently is unfinished. They have limited opportunities to develop their own investigations and write up experiments and as a result pupils do not develop their literacy skills sufficiently well in the subject. Pupils in Year 6 wrote down four things they wanted to know about earth in space but there is no evidence they researched the topic. Teachers' marking does not refer to the appropriateness of pupils' answers or develop their understanding. Numeracy is used effectively; pupils make bar charts and graphs about insulating materials measuring in degrees, and measure body parts in centimetres for a topic on health.

89 At the age of seven, pupils are able to carry out simple investigations about magnetism and classify their answers in Venn diagrams. They learn about different materials and learn new vocabulary to describe textures and uses of objects. Pupils in Year 1 enjoyed looking at rubbish collected in a bin and then guessing whose bin it was. This approach made good links with both literacy and numeracy as they counted seven packed lunch wrappers belonging to the dwarves. They learn about different parts of their body and can name them. Pupils do not know how to set up a fair test to find out if their ideas are right but are moving towards it in a Year 2 class where pupils were adamant that all metals were magnetic.

90 The quality of teaching is good for the pupils up to the age of seven and satisfactory with some good elements for older pupils. Teachers have a good knowledge of the subject. However, they are less confident in developing skills, conducting experiments and giving pupils' opportunities to be independent learners. This is particularly true for older pupils where teachers' expectations are sometimes too low. For example, teachers' assessments are lower than actual results in national tests, particularly for those pupils achieving the higher level. This means that work is not always matched closely enough to what the pupils already know. Support staff are deployed well to support pupils with special needs in lessons and enable them to complete the work and take part in discussions. However, teachers are not always aware that the needs of pupils with English as an additional language are not the same as pupils with special needs and do not make adequate provision to develop their vocabulary and understanding.

91 There are two co-ordinators for the subject and one is very new to the school. However, he has already assessed the needs of the subject and is beginning to form an appropriate action plan. Close attention is now needed to ensure that a whole school approach is supported by effective assessment procedures. This will support the school's bid to improve attainment as pupils build effectively on their previous knowledge and understanding.

ART AND DESIGN

92 Standards in art and design remain high for pupils at the age of seven years and 11, as seen in the previous inspection. This is the result of a well-planned scheme of work taught by enthusiastic staff who develop pupils skills. Pupils are also enthusiastic and take care over the work they produce. Some projects have a very high quality finish such as the Clarice Cliffe piggy banks in Year 5. Pupils in Year 2 develop their drawing skills and begin to learn about shading when drawing portraits of their friends. They quickly learn about the features of their faces and the correct positions. Pupils in Years 3 and 4 develop their understanding of the body in their watercolour studies of relationships. They paint careful and sensitive pictures of friends and parents with a child to portray positive relationships. The projects chosen make a

strong contribution to the pupils' personal and social development.

93 The quality of teaching is good. Teachers have a good knowledge of the subject and are able to use a wide range of materials. When studying portraits teachers bring together photographs, impressionist art and abstract work to give pupils a full understanding of portrait work. They cover the full curriculum and include textile work as well as three-dimensional work. Good links are made to other subjects such as observational drawings of buildings in history and pattern making in mathematics. Computer aided drawing is also introduced. The resources used make a good contribution to the pupils' cultural development as they learn about totem poles when creating sculptures and use textiles to develop pattern work. However, more work from other cultures could be considered including the backgrounds of the pupils already in the school.

94 The co-ordinator is enthusiastic about the subject and has a good overview of the needs of the subject and the pupils. Although limited time is available to monitor the subject, the displays and teachers planning provide a visual assessment of the subject. Although early in the new school year photographs of last year's work show high quality displays giving added value to pupils work. Assessment of individual achievement is limited but a new format to identify strengths and weakness of pupils' work is being developed.

DESIGN AND TECHNOLOGY

95 The school has improved standards in the subject since the last inspection and pupils attain the levels expected for their age at the end of Year 2 and Year 6, with a few pupils who produce some good work. The teachers use national guidance to ensure that pupils' skills develop well as they move through the school. There were no lessons seen but judgements have been made from teachers' planning, photographs and displays of finished work and from discussions with pupils. It is evident that teaching and learning are at least satisfactory and sometimes good.

96 By the end of Year 2 pupils achieve standards that are appropriate and sometimes good for their age. For example, pupils in Year 1 and 2 visited a local park to look at play equipment and then designed their own adventure playground. They showed a good understanding of the design and make process as they refined their designs after making and testing models they had made with construction kits. Their designs were then translated into the full sized adventure playground in their play area outside. Their work showed that they understood the need to evaluate their work in order to suggest improvements. Previous work in Years 3 and 4 includes sound investigative work on disassembling structures such as boxes. Their class collection of 'moving monsters' showed good links with work in science as they used simple pneumatic systems to move things in a controlled way. The teachers used 'storyboards' well to enable pupils to learn successfully how to sequence their design and make process.

97 In previous work, pupils in Years 5 and 6 showed sound skills when making moving toys. They followed design criteria to make a powered model for the 'Robo Wars' championship. Their current work is linked to designing and making musical instruments. The local education authority's advisory teacher for music led sessions for both year groups during the inspection. His excellent teaching stimulated the pupils as he demonstrated a wide range of instruments from around the world. They were entranced when he showed how to create a trumpet from a mouthpiece, rubber hose and funnel. His enthusiasm and exceptional subject knowledge transformed the learning and pupils could scarcely wait to begin designing their own instruments. In all their excitement they listened with delight to the sound of very small wind chimes and began to imagine how they could make their own. By the end of the lesson

they had begun to work on designs to be completed in class.

98 The co-ordination of the subject is shared and one co-ordinator is new this term. However, they are very enthusiastic and their guidance ensures a good spread of activities that ensure a steady improvement in pupils' skills. They monitor their subject through teachers' planning and from a scrutiny of completed work but have no opportunity to observe teaching and learning in other classes in order to monitor development. A useful assessment sheet for art and technology has been recently introduced.

GEOGRAPHY

99 Pupils achieve expected levels of attainment by the ages of seven and 11. This is similar to the findings of the last inspection. The school has maintained the profile of geography as an important subject on the timetable and pupils gain a broad knowledge. However, their weak writing skills and limited opportunities for independent work do not allow pupils to achieve more than a satisfactory level.

100 By the end of Year 2, pupils have a sound knowledge of their local environment and the wider world. They understand the key features of their locality like parks, shops and supermarkets. They can draw simple pictures of such features that lie on their route to school. However, only higher attaining pupils understand that such symbols would represent permanent features and not such things as cars. They appreciate the purpose of many locations such as leisure activity in the park. Most pupils know that climate and vegetation in other countries is different from that in the United Kingdom. They know, for example, of the heat and humidity of rainforests, as well as some of the creatures that live in them, such as monkeys. Pupil can complete informative worksheets and colour in pictures quite well, but rarely have the chance to produce their own versions of what they learn. As a result, pupils of all abilities work at a very similar level.

101 By the end of Year 6, pupils have a wide knowledge of the world at large. They understand the importance of environmental issues, like recycling, on their own community. They know that the influences on their community, though, are different from those that affect a small rural community. Pupil benefit from visits to appreciate the differences such as, for example, the volume of traffic. They know how to use atlases to pinpoint locations in the world, like major forests and islands in the West Indies. Many pupils draw their own maps of an island such as St Lucia and label rivers, mountains and towns. They know how West Indian culture differs from our own, as in the use of open-air classrooms. Pupils understand the process of the water cycle and the effect of weather on human activity. They realise the devastating power of a hurricane and know how farmers move their livestock up and down mountains, depending on the seasonal temperatures. Although pupils can present their knowledge reasonably well on paper, the quality of their writing does not enable them to write in real depth. In addition, pupils do not have enough chance to find out their own information and show their findings in their own individual way. This may support lower attaining pupils, but does not challenge most pupils and is especially restrictive for the most able.

102 The teaching of geography is sound. Teachers use their own experiences to exemplify what they want from pupils. For example, in order to focus pupils' minds on their journey from home to school, teachers referred to their own journeys and key landmarks. Teachers also use sensible questions often to encourage pupils to think about their locality. However, they do not insist enough on all pupils responding, so that the lower attaining pupils do not join in discussions as much as they should. Teachers create a pleasant atmosphere in classrooms in order to encourage pupils to relax and enjoy the subject. Sometimes the atmosphere can be too relaxed and pupils do not complete enough work. Teachers do not

always expect high levels of accuracy from pupils. The marking of work does not show pupils exactly what is required and teachers sometimes praise mediocre work. Nevertheless, teachers do expect pupils to learn interesting facts and vocabulary, such as the 'Mistral' wind of southern France.

103 The scope for independent learning is limited. This is of particular concern for older pupils. Teachers give all pupils the same work and they tend to rely on specific texts and worksheets. They do not enable pupils to find their own facts and draw their own conclusion about vital issues. Pupils have not, therefore, yet developed good skills in unearthing data from a range of sources. They increasingly access the Internet, but they have to follow very specific written guidance from the teachers. The use of ICT is not yet fully developed. Pupils do not produce computer graphics or charts and word-process their work, for example. Similarly, teachers do not extend pupils' writing skills enough in the subject. The school has developed some links with other European schools and these are beginning to have a positive impact on pupils' learning. Newly introduced lessons on France and French will expand pupils' European awareness in time.

HISTORY

104 Standards in history by the end of Year 2 have improved since the last inspection and are now above expectations. They are in line with expectations for pupils at the end of Year 6. This reflects the good quality of teaching in Years 1 and 2 that enables pupils to make good progress and the way in which the school uses outside locations as a source of information for the topics in the history curriculum.

105 Judgements on standards in history have mainly been developed from a sample of pupil's work from the previous school year. Pupils in Year 2 show good subject knowledge in their work on castles, Victorian toys, and changes over time. The use of chain mail, sword and shield and catapult are clearly illustrated and good work on comparison shows thought and learning as pupils note the differences between chimneys and holes in the roof and evaluate the purpose of and location of castles. Pupils used literacy skills in history in writing accounts of a visit to Conisbrough castle. In Year 6 the evidence was difficult to locate but from a small sample of pupil's work it is possible to judge standards as satisfactory. Pupils have a good knowledge of Ancient Greek designs and use this in pictures. They analyse maps for evidence of old buildings by using street names and study maps from different periods to identify change over time. But most of their work observes differences and does not seek to explain or give possible reasons for change.

106 Direct teaching of a full lesson in Years 1 and 2 was not seen during inspection but evidence from analysis of pupil's work show a full curriculum and enthusiastic teaching of history. For example, a lesson on old and new farm implements demonstrated the use of a broadcast seed spreader that was operated by drawing a bowstring around a spindle to scatter seed over a large area. This brought intense interest from the Year 2 pupils. In Year 3 to 6, teaching was mainly satisfactory with some that was good and some that was unsatisfactory. The good teaching of Year 3 pupils used information books well and discussion of a passage about the Aztecs gave pupils clear knowledge of the beginnings of the Aztec civilisation. Pupils answered questions well and used factual reasons to explain their answers. The following activity used literacy skills in placing missing words in a passage and in writing it out. However this activity could usefully have extended the higher attaining pupils if they had been asked to write their own account. In a similar lesson, other pupils examined a very good set of artefacts about Mexico and the Aztec civilisation but the lesson lacked a historical focus and missed good opportunities for developing skills of explanation. As a result pupils developed confusing ideas about the topic that they were to study.

107 The co-ordinators for history leads this subject with enthusiasm and ensures that a good range of experience is provided for the pupils. There are visits to locations of historical interest such as castles and a local history trail known as the 'Fish Trail' that traces the history of the port as a fishing community. Pupils used skills from other curriculum areas in this topic as they made wax rubbings of fish carvings in the paving stones. However, a series of worksheets produced for this topic was not fully used in the samples of work that were seen. Insufficient monitoring of learning in the subject has not enabled the school to identify weaknesses such as this in teaching in the juniors.

INFORMATION AND COMMUNICATION TECHNOLOGY

108 Standards are in line with expected levels by the time pupils are seven and 11 years of age. This shows a substantial improvement on those reported in the last inspection. Since then the school has made a great investment in establishing a well-resourced ICT suite, buying new computers for each class and obtaining a wide range of software. This, together with well-planned teacher training has enabled the school to raise standards and to ensure that statutory requirements for the ICT curriculum are now fully met. All pupils have access to the ICT suite and this regular development and practice of skills is used well to enable pupils to link their learning to other subjects. Teachers are increasingly identifying these links in their planning. For example, a higher attaining Year 5/6 mathematics set worked on constructing a spreadsheet in order to record their weekly results in mental arithmetic tests. Terms such as 'formulae' and 'percentile' were taught well and pupils were clearly aware of how they could apply their skills to work in mathematics.

109 The teaching in Years 1 and 2 is at least satisfactory and means that pupils are learning to work with new PC's and software. They work well in the ICT suite to build on their earlier experience to use a 'colour Magic' program. In the first lesson of a new school year, pupils in Year 1 needed help to get started but quickly learned how to log on, select colours for drawings and background, save their work and log off. Work on display shows that pupils know how to word process their work and by Year 2 they know how to print their work. Pupils have worked successfully using the mouse to control cursors and to locate icons that enabled them to drag and position correctly the parts of flowers. By the age of seven, pupils have sound basic keyboard skills and know the function of different keys, such as 'shift' and 'spacebar'. They use these to good effect when writing sentences and short stories. Most pupils control the 'mouse' correctly and this enables them to 'click & drag' when using such programs as 'Colour Magic'.

110 Pupils make good progress in Years 3 to 6 and although the older pupils have not had sufficient opportunities in previous years to acquire a wide range of skills to match the demands of the curriculum these gaps are being rapidly filled. The result of this is that standards amongst the oldest pupils broadly match the expectations for their age. Teaching is often good and there is effective use made of teachers' specialist skills, for example when the Year 4 teacher uses his expertise well when he takes Year 6 pupils. In Year 5, pupils worked well in pairs to input weather information into the 'Number Magic' program. The good balance between the direct teaching of skills and opportunities for pupils to practise enabled them to make good gains in their learning.

111 The teachers organise the lessons well and the pace of learning is good. The support assistant based in the ICT suite has a high level of expertise and makes a substantial contribution to pupils' learning in all classes. She is deployed well and has a good rapport with pupils. Pupils are very eager to learn and some build well on skills developed at home and share these with those less confident. Pupils have had some experience of modelling programs and in using external sensing equipment, but this is very new. However, they are

now broadening their experience and their competence in using PC's for finding information is improving. They use the Internet and CD-ROM to support work across the curriculum; for example, in history and science. The school has good procedures to safeguard pupils' use of the Internet.

112 Teachers promote a wider range of learning opportunities because they now have the confidence to do so. They are beginning to actively plan opportunities for using ICT across the curriculum. They have sufficient knowledge and understanding to identify a range of opportunities for all pupils. However, more use could be made in using ICT to support pupils with special educational needs.

113 The co-ordinators leads the subject well and has identified priorities to further develop the subject. The school has achieved considerable improvements since the previous inspection and standards are rising. All pupils enjoy a wider range of experiences than four years ago and as a result they are making good progress.

MUSIC

114 Standards are satisfactory for pupils at the age of seven and 11. All pupils including those with special needs make satisfactory progress. They enjoy singing and making music and participate well in lessons. In assemblies older pupils help the younger ones with the words to songs. Pupils listen to a range of music. Younger pupils identify the moods of music and whether they feel happy or sad. Older pupils visualise pictures. In Year 3 they listen to 'Morning' and describe the mood of the composer. One pupil sees him 'sitting in a hotel looking out of the window'. Pupils in Years 5 and 6 choose sounds and different instruments to match the mood of a picture. They compose original work and write simple notation with the aid of a computer program called 'Music Explorer' adding melodies to simple rhythms. The subject makes strong links with the personal and social education encouraging pupils to consider their moods, feelings and the effects these have on others.

115 The quality of teaching overall is satisfactory and teachers manage their pupils well in lessons. In Year 2 pupils were very excited listening to jolly music and were allowed to move to it. They settled very quickly afterwards. In Year 3 pupils in a science lesson remembered the names of their bones by enthusiastically singing 'Dem Bones'. Pupils with special needs are fully integrated into the lessons and make satisfactory progress. The subject contributes well to developing pupils speaking and listening skills. They talk about what they hear. However, it is not used effectively to develop the speech patterns and rhythms of all pupils' spoken language. This would also support pupils whose first language is not English. The use of the information gained from the assessment of pupils' progress is unsatisfactory at present as skills are not clearly identified and next steps built on securely.

116 The co-ordinators are new and enthusiastic and have begun to make an action plan for the subject. Teachers have supplementary material, which links well to the current scheme and helps them to develop the subject. In this the subject has made satisfactory improvement since the last inspection. Pupils attend violin, brass and percussion lessons with peripatetic teachers. Further musical experiences are planned to involve more pupils in learning music in recorder groups and by joining a local Festival of Carols.

PHYSICAL EDUCATION

117 During the inspection it was only possible to observe dance and games skills. Discussions with the co-ordinators, other staff and pupils, plus the examination of documents and teachers' records demonstrate that the physical education curriculum meets the requirements of the National Curriculum and the areas of physical education are taught according to the season. From this and lessons seen it is evident that by the ages of seven and 11 pupils attain standards that match the levels expected for their age. These are similar to those identified in the last inspection. The school provides extra-curricular football and netball clubs and opportunities for rugby and football coaching from Hull Football Club. After school clubs are well attended and older pupils have the opportunity to take part in a residential visit where they enjoy outdoor activities such as orienteering. The school also has its own adventure playgrounds but these are mainly used at break times and are rarely used in lessons. Year 4 pupils learn to swim at the local pool and by the time pupils transfer to secondary education most can swim a recognised stroke for 25 metres and many swim well beyond these National Curriculum requirements.

118 From the lessons seen and the standards achieved it is evident that teaching is sound and sometimes good. In a well-taught Year 1 lesson, the teacher had planned a vigorous warm up that ensured that the pupils joined in enthusiastically. Her quiet, calm directions made them listen carefully and they responded quickly to her signals. The teacher had chosen the music well and the pupils interpreted it imaginatively, with controlled skipping and running movements when the music was fast and slow, measured steps when it slowed. The teacher's good links to pupils' personal and social education enabled them to explore the feelings the music inspired and they interpreted these well in their dance. Pupils' skills are built on throughout Years 3 to 6 and they attain satisfactory standards for their age. In Year 6 they practised football skills and showed stamina in their warm up as they ran the length of the field and practised dribbling a football between cones. The teacher had firm control and ensured a good balance between direct teaching and opportunities for pupils to practise their ball skills. Many of the boys play for local clubs in the town and apply the expertise they have gained to improving their performance in games lessons. Several of these pupils showed very good skills of trapping, controlling and directing the ball. Boys and girls are developing sound interception skills and are willing to 'have a go'. They dodged swiftly to evade an opponent and passed the ball with increasing accuracy after some wild kicking at the start. Pupils understood the need to warm up muscles but too little was made of the positive impact of exercise on the heart. The pupils made very clear that they enjoy physical education.

119 The teachers have sound subject expertise and training through the 'Top Sport' initiative, which has also provided extra resources, has enhanced this for some staff. Lessons are planned carefully and take account of the written guidance produced by the co-ordinators. They have a good understanding of the subject and work with colleagues and outside agencies to develop the range of activities available.

RELIGIOUS EDUCATION

120 Since the last inspection the school has made satisfactory improvement in the provision for teaching religious education. The newly agreed local syllabus is taught from a well-planned sequence of lessons and resources for the teaching of religious education have been improved considerably.

121 Standards in religious education are above expectations for pupils in Year 2 and in line with those expected by the agreed syllabus for pupils in Year 6. Pupils in Year 2 have studied other world religions in some detail and show good knowledge of the symbolism in

faiths such as Hinduism, Sikhism and Islam as well as the importance of festivals and the Christmas story in Christianity. Their work shows thought and interest and their illustrations are carefully drawn. Year 6 pupils have considered ideas such as heaven, trust, imagination, friendship and commandments as they worked at a range of topics that promote thought about the ideas within religion. Higher attaining pupils identify well with this work and write at length in response to ideas such as the journey of life with some responses showing deep thought. However, work from other pupils was untidy and much of it was unfinished.

122 Teaching in Years 1 and 2 is good with a wide variety of experiences evident from pupil's work that is matched well to the age of the pupils. The pupils show this in the care and neat presentation of their work. During a lesson about family the teacher introduced a discussion by asking pupils in Years 1 and 2 how they had spent their weekend and this led pupils into comments about aunt, uncle and grandparents. When passing round photographs of a recent family event the pupils handled them with great care and respect as they identified a christening as the reason for the photographs. This then led to discussion about godparents and the promise of care for the infant child.

123 The satisfactory teaching in Years 3 to 6 made good use of artefacts such as turban and robes when teaching about Sikhism to Year 3 and a well-prepared web of relationships when teaching about belonging to Year 5. Lessons were planned well for the teaching of knowledge and pupils followed the ideas with interest. However there was a focus on completion of the activity and the factual details of the ideas being taught. This meant that there was insufficient opportunity for pupils to explore the special values and deeper thoughts that could be linked with the work. Links with literacy were not developed well, since question and answer methods were used that brought simple answers from the pupils, rather than open ended questions that would require the pupils to give an opinion and so explain their answer with reasoning.

124 There has been satisfactory development of religious education by the co-ordinator and she is aware of further resource requirements for teaching about Islam and Judaism. She has already developed resources for other world religions and arranges visits from organisations such as the Church army, the Baptists and the Salvation Army. There is also a visit to a Sikh temple and information technology resources such as video programmes about imagery are used in teaching. However, monitoring of pupil's learning is not well developed with the result that the quality of pupil's work in Years 3 to 6 is not accurately evaluated.