

INSPECTION REPORT

THORPEPARK PRIMARY SCHOOL

Laxthorpe, Orchard Park Estate,
Kingston-upon-Hull, HU6 9EG

LEA area: City of Kingston-upon-Hull

Unique reference number: 117808

Acting Headteacher: Mrs Mary Wallace

Reporting inspector: Mr D Lowes
18480

Dates of inspection: 18 - 21 September 2000

Inspection number: 224732

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:	Laxthorpe Orchard Park Estate Kingston upon Hull
Postcode:	HU6 9EG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Rust
Date of previous inspection:	20 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Lowes	Registered inspector		What sort of school is it? The school's results and achievements. How high are standards? How well are pupils and taught?
Mrs S Boyle	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils. How well does the school work in partnership with parents
Mr R Geoghegan	Team inspector	Geography History Religious Education	How well is the school led and managed
Mr N Ogley	Team inspector	Science Music Physical Education Special Educational Needs	
Mrs G Ellis	Team inspector	Under Fives English	
Mrs T Woods	Team inspector	Art Design Technology Equal Opportunities	How good are curricular and other opportunities
Mrs M Teale	Team inspector	Mathematics IT	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thorpepark Primary School has 237 pupils on roll, aged 3-11, and has 26 full-time nursery places. The school is about average in size for primary schools, nationally, and all pupils are of white ethnic-origin backgrounds. The school has no minority ethnic pupils, travellers, refugees or pupils whose home language is not English. Situated on the Orchard Park housing estate in Kingston-upon-Hull, the school has to manage many social problems, including a significant level of pupil' mobility as parents move in and out of the area. Attainment on entry to the nursery is very low compared to the national average. The percentage of pupils who have free school meals is fifty four percent which is well above the national average. There are 30.5% of pupils altogether in the school who have special educational needs, which is above the national average, although the number of pupils with a statement of special educational needs, two pupils, is below the national average.

HOW GOOD THE SCHOOL IS

The school is providing a satisfactory education for its pupils and pupils' achievement is satisfactory overall. The acting headteacher along with additional support from the LEA is providing a clear sense of purpose and educational direction for the school. Immediate priorities have been to improve standards, the quality of teaching, attendance, pupils' behaviour and their attitudes to school and to create a positive ethos for learning. By the time pupils leave the school attainment is below the national averages in English, mathematics and science and below the standards for similar schools, although the most recent end of key stage tests show that the trend is improving. Provision for pupils with special educational needs is good. Good improvement has been made in the quality of education and resources provided for information and communication technology and the provision of the ICT suite should secure further progress. The governing body fulfils its duties well, is involved and has a good knowledge of the school including its strengths and weaknesses. The school currently is generously funded, staffing levels are high which contributes to smaller teaching groups in general and the school's accommodation is very good. The quality and range of resources in most subjects have improved and are particularly good in art and physical education. The school provides satisfactory value for money.

What the school does well

- Teachers' knowledge and understanding are good, particularly in Literacy, numeracy science and ICT.
- Teachers management of pupils' is good leading to good behaviour in lessons and around the school.
- The quality of teaching in the nursery and at key stage 1 is good and satisfactory in reception and key stage 2.
- From a very low starting point achievement is good in the nursery and at key stage 1, including reception.
- Provision for pupils with special educational needs and its management are good.
- Provision for pupils' moral development is good.
- The work of the classroom assistants is effective in supporting teaching and learning.
- Positive praise by adults and a good system of rewarding pupils which is consistent across the school.
- The quality of subject leadership in science and ICT and the progress pupils make in these subjects.
- The current leadership which has established a commitment to improvement and provides clear direction through the good School Improvement plan.
- The effectiveness of the governing body and extent to which they apply the principles of best value.
- The quality of the accommodation and in particular the bright, stimulating classrooms in key stage 1.

What could be improved

- Secure the leadership and management over a long term period to ensure the consistent raising of standards.
- Standards in English and mathematics despite recent results in tests still require considerable improvement, in particular pupils' **speaking and listening** and **writing** skills.
- The role of key stage and subject co-ordinators needs to be developed to enable them to become more effective.
- Monitoring and evaluation in all aspects of the school's work. In particular monitoring and evaluation of teaching to ensure consistency of practice across the school, particularly between key stages.
- Develop the use of ongoing assessment to provide information on how well pupils are progressing.
- Within the climate of improving behaviour pupils need to be given opportunities to develop initiative, take responsibility for their learning to further develop their creative and thinking skills.
- Opportunities should be planned into lessons for the older and most able to work on higher level skills.
- Develop effective links with parents to ensure greater involvement of parents and carers in the life and work of the school and to support pupils' learning and progress.
- Provide more information for parents on the work their children do, their child's progress and homework.
- The amount, quality and consistency of homework given to pupils.
- Provide greater opportunities for pupils to become aware of the diversity of cultures and backgrounds represented in this country and around the world.
- Continue to improve pupils' personal development and relationships.
- Continue to improve pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection and has the potential to improve still further. Improvement has taken place in standards at both key stages. Classroom management, behaviour and use of time have all improved at key stage 2. Lessons are clearly planned and the quality of behaviour management is such that teachers are in the main able to meet their objectives and teach effectively. The percentage of lessons where teaching is judged to be good or better has improved. Good progress has been made in improving the provision for information technology and the new ICT suite is having a positive impact on teaching and learning. Teaching in science, art and design and technology has also improved. The nursery is a recent addition since the last inspection and is having a positive impact on young children's learning. Resources throughout the school have improved and in physical education are excellent. The National Literacy and Numeracy Strategies are having a positive impact on pupils' learning. Reading is satisfactory overall, however pupils' speaking and listening and writing skills remain unsatisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E*	E	E	D
Mathematics	E*	E*	E*	E
Science	E*	E*	E	D

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

Overall standards require improvement throughout the school. The standards attained by the school in the 1999 national tests for seven and eleven year olds are well below the national averages. In comparison to the performance of similar schools nationally, results at key stage 2 were below the national average in English mathematics and science. At key stage 1 when compared with similar schools, results were broadly in line for reading, above for writing and well below in mathematics. The trend in the school's performance in English, mathematics and science is rising. Lesson observations and an examination of pupils' work show that standards at the end of the key stages are below the expected level in English, particularly writing and speaking skills. Standards in mathematics and science are also low. In information and communication technology, design and technology, physical education, music and art attainment is in line with national expectations. In religious education, history and geography attainment is below the level expected. Evidence in the school's performance data, and presented during the inspection, reveals that in the year 2000 the school has exceeded the targets set in English, mathematics and science at both key stages. Pupils' achievement, in relation to their ability, as they move through each key stage of education is satisfactory overall. Achievement is good in the nursery and at key stage 1 and satisfactory in reception. At key stage 2 achievement is satisfactory overall.

In general standards in speaking and listening skills and writing are unsatisfactory and this is having an impact on pupils' overall development across the curriculum. Attainment on entry to the nursery is generally below and sometimes well below that expected for the age of children across all six areas of learning. However, children in nursery make good progress with their reading.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall pupils have satisfactory attitudes to school. Pupils recognise rules and are generally interested in lessons and assemblies.
Behaviour, in and out of classrooms	Behaviour throughout the school is good and in lessons generally pupils behave well. They play well on the playground and are clear about what they can and cannot do. The number of pupils excluded for poor behaviour is low.
Personal development and relationships	Pupils' personal development is unsatisfactory. The school has quite rightly concentrated on improving behaviour, the effect of this has been to restrict opportunities for personal development. Relationships are satisfactory. Pupils generally get on well with each other and their teachers.
Attendance	Attendance is low, but since the last inspection has shown good

	improvement. The school's approach to the monitoring and promoting of attendance is outstanding.
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The school has worked very hard to promote and improve behaviour, attitudes and attendance. It is successful, particularly with regard to behaviour in the classroom and attendance for the majority. Attitudes are steadily improving. Break and lunchtime behaviour is also improving through games, equipment and positive supervision. Although a recent addition, the School Council provides a good setting for pupils to discuss issues that affect them and consider ways to improve the school.

TEACHING AND LEARNING

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

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

Overall the quality of teaching is satisfactory throughout the school. In the nursery and at key stage 1 it is good. In just over half of the lessons teaching is good or very good. In a very small number of lessons spanning key stage 1 and 2 teaching is unsatisfactory. The main strength of the teaching is the management of the pupils which is good. Teachers' subject knowledge is generally good, they support pupils well and intervene according to the needs of individuals and groups to promote learning. Consequently in the good lessons pupils work hard, are motivated to do their best and make good or very good progress. The classroom support assistants are deployed effectively in most lessons and work closely with the teachers to achieve their learning objectives and develop basic skills. The attention given to planning and provision for pupils with special educational needs in literacy and numeracy lessons is good and as a consequence they make good progress. Weaker teaching is characterised by teachers not planning sufficient experiences or challenges into lessons to meet the needs of all pupils and in particular higher achievers. In some lessons there is a high level of teacher control and direction, which restricts opportunities for pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum in all subjects including the LEA's agreed syllabus for RE. The school has identified provision of extra-curricular activities as an area of development.
Provision for pupils with special educational needs	Good. The code of practice is fully implemented and the investment in additional adult support is proving to be effective. The management of special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for moral development is good. Spiritual and social development are satisfactory. Provision for multi-cultural development is unsatisfactory.
How well the school cares for its pupils	Arrangements for child protection are satisfactory. The monitoring of pupils' personal development is satisfactory. Monitoring of attendance is excellent. Records kept on pupils' performance in tests are satisfactory, but the use of this information and the monitoring of the school's assessment arrangements are unsatisfactory.

The school has a broad and balanced curriculum and has rightly concentrated its efforts into the basic skills needed to improve standards in English and mathematics. Resources have improved since the last inspection, most noticeably in information technology and in physical education. Further strategies are required to improve the partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher, along with support provided by the LEA is giving a clear sense of purpose and educational direction to the school. However, there are weaknesses in key stage and subject co-ordination.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well, works well with the management of the school and is committed to improvement.
The school's evaluation of its performance	Unsatisfactory. Lack of subject and key stage co-ordination has meant that practice is inconsistent across the school. A full programme of monitoring and evaluation is now in place. The school's priorities are appropriate and are clearly stated in the detailed School Improvement Plan
The strategic use of resources	The school is generously funded. Spending decisions are linked to the educational priorities of the school and principles of best value are in place. The impact of decisions have yet to be evaluated. Learning resources are good.

Staffing is generous. Staff are well-qualified to meet the demands of the curriculum and induction of new staff is carried out very well. The school has very good accommodation and it is used well. The governing body fulfils its statutory duties well. It is aware of the school's strengths and weaknesses and is active in its support. The acting headteacher, (supported by the LEA), is giving a clear sense of purpose and educational direction to the school which is resulting in improvements being made within a short period of time, consequently the school is in a favourable position to improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and it promotes positive attitudes and values. Children are encouraged to help each other. Behaviour is good and teachers manage pupils well. Issues are usually dealt with quietly with a minimum of fuss. The school tries very hard to achieve high attendance and generally is successful. The staff are dedicated and approachable; take an interest in parents and children; listen to their concerns and want them to be happy. 	<ul style="list-style-type: none"> Children don't get sufficient homework. Higher attaining pupils are not being stretched sufficiently The school has been disrupted by the headteacher's illness and now needs a period of stability and due to this has not been well led. Parents are not invited to the Harvest Festival or the school pantomime Due to the separate buildings for key stage 1 and 2 the school is in two halves and teachers don't work closely enough.

The inspectors agree with the mainly positive views expressed by the parents. The low number of questionnaires returned indicates that the school could do more to work in partnership with them. Parents raised a concern about the level of challenge in lessons. Evidence from lesson observations endorses the parents' view that more could be done to

challenge pupils of all abilities and extend the skills and knowledge of able pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. From lessons observed and work examined standards are below the levels expected for the age of the pupils at the end of the foundation stage and key stage 1 and 2. The standards attained by the school in the 1999 national tests for seven and eleven year olds are well below the national averages. Pupils' achievement, in relation to their ability, as they move through each key stage of education is satisfactory overall. Achievement is good in the nursery and at key stage 1 and satisfactory in reception. At key stage 2 achievement is variable but is satisfactory overall.
2. In the key stage 2 tests in 1999, results were well below the national average in English, mathematics and science. The percentage of pupils who attained the higher than average level, level 5, was well below the national average in English, mathematics and science. The performance of boys compared to girls in the tests was not significantly different.
3. In comparison to the performance of similar schools nationally, results were below the national average in English mathematics and science. Combining the performance in all three subjects, the school was below average for similar schools.
4. The trend in the school's performance at the end of key stage 2 is rising. In English mathematics and science, results over the past three years have improved. Although there are as yet no national comparators, results in 2000 were much improved on previous years in all three core subjects. Although standards continue to be below the national average, the overall trend at key stage 2, combining the school's performance in all core subjects for the past three years, is broadly in line with the national trend and showing a gradual improvement in standards overall.
5. Lesson observations and an examination of pupils' work show that standards attained at the end of key stage 2 are well below the expected level. Standards in English, particularly writing and speaking skills are low. Standards in mathematics and science are also low. In information and communication technology, design and technology, physical education, music and art attainment is in line with national expectations. In religious education, history and geography attainment is below the level expected. Overall, the achievement of pupils of different abilities as they progress through the key stage is satisfactory.
6. At key stage 1, results in last year's national tests were well below the national average for reading, writing and very low in mathematics. Based on teacher assessments, results in science were well above the national average. The percentage of pupils who attained the higher than average level, level 3, was well below in reading and mathematics and below in writing. Girls outperform boys in reading, writing and mathematics but they remain well below national averages in those areas.
7. In comparison to the performance of similar schools nationally, results were broadly in line with the national average for reading, above for writing and were well below in mathematics. However, a significant percentage of pupils failed to attain scores within the upper band of the average level, (level 2b or above).
8. The trend in the school's key stage 1 results in the last four years has been variable and the mobility of the population has had some impact here. Results in reading and writing rose to close to the national average in 1998 and exceeded the national average in mathematics in the same year. Overall there was a decline in 1999 in reading, writing and mathematics. However, the results in 2000 exceeded those of

1999 and there is a rising trend in reading, writing and mathematics. The proportion of pupils in the upper band of the expected level (level 2b or above) has increased and significantly so in mathematics but the proportion of pupils at level 3 remains low. Performance when ranked in relation to the "Family" of schools within Kingston upon Hull indicates that English and mathematics is broadly in line at both key stages but below in science.

9. Evidence in the school's performance data, and presented during the inspection, reveals that in the year 2000 the school has exceeded the targets set in English, mathematics and science in both key stages. At key stage 1 targets for 2001 and beyond have already been exceeded. Given the low starting point for many pupils and when taking account of the high mobility and the trends in the performance at key stage 2 since 1996, the targets set for 2001 would seem to have been reasonable at the time they were set. The challenge now facing the school, in the light of the recent improvements in performance and the implementation of a rigorous pupil tracking system, to review the targets set for pupils at both key stages and to ensure they are sufficiently challenging especially for able pupils.
10. Lesson observations and an examination of pupils' work show that standards attained at the end of key stage 1 are below the expected level.
11. Standards in English are below the expected level particularly in reading, writing and speaking and listening skills. Standards in mathematics are also low. Attainment in science overall is also below the expected level but with pupils showing an ability to use their improving knowledge and scientific skills and reflect on first hand experiences to recognise patterns and relationships. In information and communication technology, design and technology, physical education, music and art attainment is in line with national expectations. In religious education, history and geography attainment is below the level expected. Overall the achievement of pupils as they progress through the key stage is good.
12. Attainment on entry to the nursery is generally below and sometimes well below what is expected for the age of children across all six areas of learning. In language and literacy, attainment is below the levels expected and their progress in gaining speaking and listening skills is slow. This delay in language development is impeding other areas of learning and many children will not achieve the early learning goals for language and literacy. Attainment in mathematics is also generally below the levels expected. Attainment in personal, social and emotional development of the children is good by the time they are aged 5 and they make good progress. Attainment in their knowledge and understanding of the world is in line for most children with the exception of ICT skills. Attainment in physical and creative development is also judged to be in line with the expected levels for 5 year olds at the end of the foundation stage. From such a low starting point on entry to the nursery, children's achievement in these areas is good. Overall, children's achievement by the end of nursery is satisfactory, in relation to their ability. However, their performance in the LEA's baseline assessment shows attainment to be below the level expected for five year olds.
13. Since the last inspection, the school has extended and begun to develop the use of standardised assessment tests and improved the recording of pupils' attainment in these and national tests. Arrangements for assessing pupils' academic performance are satisfactory. Assessment procedures on entry to the school, at seven and at eleven years of age meet the requirements of the Qualifications and Curriculum Authority. Half termly assessments in core subjects are carried out in accordance with the school's assessment policy and a school record system is in place to track pupils' progress throughout the school. Procedures are also now in place to permit effective tracking of pupils' progress in the core subjects to accurately inform target setting. For example average points scores are being used to predict pupil' performance in the end of key stage 2 tests. However, the school has only recently

begun to interpret the data from these techniques. For example a number of pupils who gained level 3 in the key stage 1 tests in 1998 did not attain level 5 in English and in particular mathematics in the most recent key stage 2 tests. To aid the recent improvement in standards, regular assessment strategies need to be fully and securely incorporated into teachers' planning and practice to ensure continuing improvement across the school and sufficient levels of challenge for all.

14. The school's programme of support for pupils with special educational needs is good at the foundation stage and key stage 1 and generally satisfactory at key stage 2. Achievement of pupils with special educational needs as they move through the school is good at the Foundation stage and key stage 1 and generally satisfactory at key stage 2. At key stage 2 some pupils exhibit behavioural special educational needs and as a result attain only satisfactory progress. The best progress takes place in Literacy and numeracy lessons, when work is matched to pupils' needs and good support is provided by classroom support assistants. Progress for many is hindered by underdeveloped speaking and listening skills at both key stages. Pupils requiring additional help in class are identified well and appropriate additional support is provided. This generally ensures that they make similar progress to other pupils, achieving standards in line with their prior attainment. Pupils are making good progress towards individual targets, mainly aimed at improving behaviour, which amongst some is challenging. Overall the number of pupils on the special educational needs register is falling, this is a successful indicator of the school's successful special needs provision and social inclusion.

Pupils' attitudes, values and personal development

15. Most pupils have satisfactory attitudes to school. They come to school fairly happily and understand that they will be expected to work hard. They enjoy their playtimes, especially since the school has introduced balls and hoops and other playground equipment. Pupils are mostly attentive in lessons. Some pupils become very fidgety, but this is usually when they have had to sit on the carpet for too long. A few older pupils, in some lessons, do not show interest. However, all listen well in assembly, put up their hand to answer questions and enjoy the singing. Those parents who attended the meeting for parents prior to the inspection endorsed that their children enjoyed coming to school and they appreciated the hard work undertaken by the staff to improve pupils' behaviour and their attitudes to school. In the questionnaire distributed prior to the inspection parents generally agreed that their child liked school.
16. Behaviour throughout the school is good. The school has worked very hard to improve behaviour and the behaviour particularly of pupils in key stage 2 has improved significantly since the last inspection. In lessons, pupils behave well and do as they are told. In the playground, pupils generally play well; they know the playground rules and are clear about what they can and cannot do. They know for example, that they are not allowed to "play fight", and understand the reasons why. In assemblies, pupils' behaviour is very good and this is because they are interested and involved. Pupils are mostly orderly when they move around the school. However, sometimes some pupils playfully push against others in corridors, and some pupils push into the line queuing for lunch. Some pupils are developing polite social behaviour and an awareness of the needs of others. They will for example, open a door and stand back for an adult. However, some pupils are not as polite and will push past an adult to get through the door first. The numbers of pupils excluded for poor behaviour is low. This is because the behaviour policy is working well.
17. Pupils' personal development is unsatisfactory. When asked pupils are keen to help their teachers and sensibly do jobs, such as taking the register. However, because the school has quite rightly concentrated on improving behaviour the effect has been to restrict opportunities for personal development and it is now just beginning to concentrate on pupils' personal development. There are too few opportunities for pupils to help with school life and pupils are often closely supervised when they are

carrying out roles that have the potential for responsibility. The school council is a good example of ways in which the school is trying increase these sorts of opportunities. Pupils who are on the council are very enthusiastic and perform their role well. However, the number of pupils involved is very small.

18. Relationships in the school are satisfactory. Pupils generally get on well with each other and for example at playtime co-operate well using the play equipment. The quality of relationships between teachers and pupils varies and although it is very early in the school year some teachers have already established good relationships with their class. However, some teachers have a very firm approach, do not listen sufficiently to pupils and have not established a climate that makes it easy for pupils to ask questions. The midday supervisory staff are very vigilant in their duties and contribute well to playtimes by joining in with pupils' games.
19. Pupils with special educational needs respond well to their lessons with a few exceptions at key stage 2 where behaviour is unsatisfactory. Since the last inspection, where behaviour management was an issue most pupils who exhibit emotional and behavioural difficulties are responding well to their lessons, coming to terms with their problems and building more meaningful relationships with pupils and adults. Teachers, assistants and supervisors deal sensitively with behaviour issues when they arise.
20. Although attendance at the school is well below average, the school has worked extremely hard to improve this and in the last year attendance has increased considerably. During the week of the inspection attendance was consistently above ninety per cent. The school monitors attendance very carefully and it compares very well with other primary schools in the local education authority. Punctuality is a cause for concern with a small but often significant number of pupils arriving late for school each morning. The school is working hard to address this and current measures are proving effective. However, some parents when they are a few minutes late take their child directly to the classroom, and do not report to the school office. This causes disruption to the class because the teacher has to send a pupil to open the door for those who are late.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is satisfactory throughout the school and in the nursery and at key stage 1 it is good. The impact teaching has on pupils' learning is satisfactory in the foundation stage and at key stage 2. At key stage 1 teaching is having a good impact on learning.
22. Teaching overall, is judged to be satisfactory or better in over nine out of ten lessons observed. Since the last inspection, the number of lessons judged to be good or better has increased; and the number of lessons judged to be unsatisfactory has reduced. Teaching at key stage 2 has improved since the last inspection. Teaching is best at key stage 1 where only one lesson was judged to be unsatisfactory. In the foundation stage teaching was never less than satisfactory. Teaching at key stage 2 is more variable but overall was judged to be satisfactory.
23. During the inspection the quality of teaching observed in English lessons was good overall. At key stage 1 the quality of teaching was consistently good while at key stage 2 it was satisfactory overall but with some good and very good lessons. However, the teaching of speaking and listening skills and writing require improvement across the school in all lessons. In mathematics, lessons were judged to be good overall but with some very good and unsatisfactory lessons too. At key stage 1 the teaching of mathematics was generally good and at key stage 2 it was broadly satisfactory but with a number of lessons where it was good or better. In other subjects teaching was variable but mostly satisfactory. In science and Information technology, teaching is judged to be good or very good. In other subject

areas there were fewer opportunities to observe lessons. However, in art, design and technology, geography, religious education and music, teaching ranged from satisfactory to very good. In physical education teaching ranges from satisfactory to good and in history although teaching is generally good it is more varied at key stage 2. The quality of teaching for children under five in the six areas of learning is satisfactory overall with a significant number of lessons in the nursery where teaching was judged to be good.

24. Since the last inspection, teaching in science and Information technology has improved across the whole school and consequently most pupils in relation to their ability make good progress in lessons and their achievement is good as they move through the school. The teaching of basic ICT skills in the computer suite is enabling them to make significant gains in their knowledge, confidence and application to support other subjects. Older pupils can use ICT to draft autobiographies in history. They are taught to use the internet to source information for other subjects such as geography and design and technology. By the end of key stage 2 good teaching is ensuring children can use ICT to handle information in a database, add their own information as well as interrogate the data and graph results. In science, the best teaching ensures that pupils' attitudes to the subject are good and that they are eager to learn through discovery and share their findings through discussion. Teacher expectations in science are generally high and confident teaching encourages pupils' to think for themselves and develop scientific skills. The quality of teaching has also improved since the last inspection in geography and music at key stage 2. There was no nursery available at the time of the last inspection and this recent addition to the school is having a positive impact through the quality of teaching provided for children under the age of five.
25. The main strength of the teaching observed is the teachers' management of the pupils, which is good. In all lessons judged to be satisfactory or better teachers exercise their authority clearly and fairly throughout the lesson. They ensure pupils concentrate and complete tasks in an appropriate amount of time. Their subject knowledge is generally good. Teachers in the main support pupils well and intervene according to the needs of individuals and groups to promote learning and progress. This is particularly visible in the nursery and at key stage 1 and with regard to the oldest pupils in key stage 2. In the best lessons teachers manage challenging behaviour skilfully, praise pupils' efforts and set high expectations on achievement. For example in a music lesson at key stage 2 great enthusiasm from the teacher motivated pupils' to become involved and make progress in musical language through singing and chanting rhythms. In other effective lessons, teachers plan well, provide a good range of interesting activities and monitor progress. For example in a design and technology lesson in upper key stage 2 the teacher ensured that her expectations were clear about the quality of work and this was linked to the level descriptions. In key stage 1 an effective science lesson which was planned in detail, thoroughly interested pupils, ensured that they concentrated hard and promoted problem solving. Pupils in this lesson were able to investigate their awareness of hard and soft objects. They were able to talk about their work, record their results and make some evaluations about what they had found out. In the best lessons across the school pupils were motivated to learn and the pace was brisk throughout. Consequently teaching enabled pupils to work hard and achieve as well as expected in relation to their ability. The progress pupils made in these lessons was consistently good or very good.
26. Classroom support assistants are knowledgeable and enthusiastic in their support of pupils in lessons. In the best lessons they are generally deployed effectively to enhance the learning of groups of pupils. They work closely with the teachers to achieve learning objectives and develop basic skills, especially with less able pupils and with pupils who are unable to concentrate for long periods of time. They clearly follow IEPs, when working with children with special educational needs, maintain records and their work is valued by teachers. They are very effective in their work,

make a valuable contribution to the quality of teaching and learning overall and are clearly a strength.

27. In the small number of lessons judged to be unsatisfactory teachers are not planning sufficient challenges into the lessons, to address the needs of all of the pupils regardless of their ability. As a consequence a lack of clear differentiation means that pupils who work quickly and higher achievers are not making the progress they should. This was a concern raised by parents at the meeting held prior to the inspection and is upheld by the inspection. In some lessons pupils' responses indicate low levels of understanding and they lack confidence to process information to move forward through problem solving strategies. For example some work sheets used do not sufficiently engage pupils or provide enough explanation to help them access the tasks. For example a lesson on multiples of 10 was not made sufficiently practical to help pupils gain the concept. A more effective method than the one used and one recommended by the National Numeracy Strategy is the use of a counting stick to help pupils develop skills and confidence in mental recall of multiplication tables and multiples of 10. Furthermore, in some lessons activities are teacher directed. In these lessons there are insufficient opportunities for pupils to reflect on their work or explain their answers or develop their speaking skills. Although essential in some lessons, behaviour management inhibits the flow of lessons and time is lost due to pupils being given reprimands or lengthy explanations as to how to behave.
28. The attention given to planning and provision for pupils with special educational needs is good and as a consequence they make good progress. The number of pupils on the special needs register is falling. Teachers know the pupils well, and have a good knowledge of their special needs targets for improvement which are regularly amended to respond to the progress pupils make. The school makes good provision for pupils who have special educational needs. This enables pupils to participate fully and with confidence in all learning tasks. The school does not provide guidance for promoting speaking and listening, teaching phonics and handwriting and for promoting higher reading skills.
29. A major concern during the last inspection, was the time "wasted" in some classes in key stage 2. During the inspection, time in the majority of lessons was used efficiently and pupils were organised so that minimal time was lost due to administrative tasks or changeovers. Time could be utilised even more effectively with more strategies to enable some pupils to become more independent and self reliant, rather than for everyone to rely on teacher instructions.
30. The use teachers make of homework is satisfactory overall, but inconsistencies do occur in the amount and frequency of homework given to pupils due to the lack of a homework policy. The inconsistency of homework across the school was also raised by parents at the meeting prior to the inspection. Parents are also not sufficiently involved in this process to ensure effective and consistent support for pupils' learning continues at home, particularly with regard to the teaching of reading.
31. Strategies to develop assessment have been recently introduced. Although some ongoing assessment was observed during the inspection it is as yet inconsistent to secure improvement in teaching and learning across the school.

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

32. The quality and range of learning opportunities provided by the school is satisfactory. It meets the statutory requirements of the National Curriculum and the Local Education Authority agreed syllabus for religious education. Teachers have made a good start to planning work in line with the revised National Curriculum and are also beginning to incorporate guidance and units of work provided by the Qualifications and

Curriculum Authority. Since the last inspection a full review of the time available for teaching has been carried out and adjustments to meet recommendations have been made.

33. There is satisfactory provision for pupils' personal, social and health education. The school has recently adopted a comprehensive scheme of work. This is now supporting the school's recent work on improving pupils' attitudes and behaviour as well as their understanding of a healthy lifestyle. For example picture prompts are used to help pupils identify activities that will help to maintain good health. Drugs awareness and sex education are also taught through the scheme of work and pupils are given opportunities to talk about issues such as bullying and personal safety. The scheme of work gives teachers guidance on linking work to other subjects. For example in science pupils improve their understanding of a balanced diet by finding out about foods that give energy and assist with growth.
34. The curriculum provided for children who are not yet five is based on the foundation stage Early Learning Goals and is satisfactory overall. Planning procedures in the nursery and reception class are satisfactory and ensure that opportunities to develop all areas of learning are provided. Provision for children with special educational needs is good with support services and classroom assistants making a positive contribution. However there is insufficient emphasis on teachers working together to monitor, evaluate and adapt the curriculum to meet the needs of all children including the most able. For example there is no agreed approach to providing additional and enriching experiences for children to develop their spoken language skills more quickly.
35. Planning for English and mathematics is based on the National Literacy and Numeracy Strategies. Teachers have benefited from the guidance and support of the Literacy and Numeracy consultants. As a result the school is taking positive steps, using the strategies, to raise the attainment of its pupils. For example test results are used to identify groups of pupils including those with special educational needs who would benefit from additional help in these lessons. This is a recent development and as yet there is limited evaluation of its effectiveness. Similarly teachers are not yet working together sufficiently well to adapt and modify the strategies to meet the needs of its pupils particularly in the development of oral skills. Doing so would ensure an improved level of response in whole class shared text and writing sessions and encourage pupils to take a more active part in question and answer sessions in other lessons.
36. There is a good policy for Equal Opportunities which includes clear guidance for teachers on how it can be put into practice. Pupils with special educational needs are integrated well into the school. Curriculum provision for these pupils is good at key stage 1 and satisfactory at key stage 2. At key stage 1, work is almost always planned at the appropriate level for pupils and is linked to individual targets. This also happens at key stage 2 but is often inconsistent across classes. All teachers have access to copies of pupils' individual education plans but do not always use them to decide on the next step in learning. The school ensures that the provision outlined in pupils' statements is in place and is reviewed at least annually.
37. The school has identified provision of extra-curricular activities as an area of development in its school improvement plan. There is now a planned programme of educational visits and visitors to support curriculum provision although this is in an early stage of implementation. Pupils are encouraged to take part in after school clubs such as computer and art. There are opportunities for both boys and girls to play rugby and football and some have taken part in local tournaments. All year 5 and 6 pupils can go to Raywell Activity Centre at the beginning of the autumn term. Pupils also have the opportunity to take their cycling proficiency test and take part in healthy eating initiatives in the local area. Overall provision is satisfactory the school is doing as much as it can and therefore concerns raised by parents are not upheld by the

inspection.

38. The school has satisfactory links with the community which make a contribution to overall curriculum provision. The community policeman is in regular contact with the school and encourages older pupils to take part in initiatives such as Lifestyle, a project aimed at helping people in the community during the summer holidays. The school continues to develop its links with St Michael's Church and its vicar contributes regularly to school assemblies. Pupils also visit the church to celebrate festivals such as Christmas and Harvest. Successful links have also been made with Hull Rugby Union Club, Help the Aged and the Blind Institute. An interesting link is being maintained with St Anthony's School in India. This provides pupils with the opportunity to gain some insight into a community in the wider world. Satisfactory links exist between the school and its receiving secondary school thereby assisting pupils in making a smooth transition to the next stage of their education.
39. Provision for pupils' spiritual development is satisfactory. Spiritual development is promoted well through the daily act of collective worship and religious education where pupils are asked to reflect on their lives and the lives of others. For example pupils' work on the village of Chembakoli in India is used as a starting point for discussion. Opportunities to reflect on special moments or events found in subjects such as stories, art, drama and music are less well developed. Lessons in personal, social and health education are beginning to provide opportunities for pupils to reflect on their own experiences and gain an insight into the feelings and values of others.
40. The provision for pupils' moral development is good. Within school the atmosphere is generally calm and relationships are good. Pupils understand their classroom rules and the majority respect them. Pupils are taught the difference between right and wrong from the nursery onwards. Teachers place emphasis on pupils developing a feeling of self worth and valuing the opinions and feelings of others. This approach is making a strong contribution to improving levels of respect between pupils. Assemblies support the moral code of the school by exploring themes such as sharing, helpfulness, compassion and sympathy.
41. The provision for pupils' social development is satisfactory. The school's scheme of work for personal, social and health education supports pupils' social development through discussion on issues such as relationships with friends and valuing people. Adults act as positive role models and give pupils opportunities to work together for example in mathematics where pupils work in pairs to find ways of making 20. Good social behaviour is praised and rewarded. Members of the School Council take some responsibility for ensuring that pupils play well together at playtimes. For example they have produced a booklet that explains simple playground games and they act as playtime buddies so that all pupils know they have a friend to turn to during playtimes. This is a good example of pupils taking responsibility, but its' potential to develop these skills is limited to a small minority of pupils. The majority of pupils have insufficient opportunities to take responsibility around the school and put the skills they have talked about in lessons into practice.
42. Since the last inspection provision for pupils' cultural development continues to be unsatisfactory. The opportunity to learn from visits and visitors about their own and other cultures is limited and has been recognised as an area for development in the school improvement plan. As a result a planned programme has been drawn up but this is not yet underway. Pupils have some opportunities to improve their understanding of their own and other cultures through their work in subjects such as geography and religious education. For example pupils learn about life in India and about similarities and differences in the beliefs of world religions such as Christianity and Judaism. Subjects such as art and music also provide some opportunities to

make comparisons or learn new facts about the peoples of the world through studying the work of artists and musicians. However there are missed or underdeveloped opportunities that could be used to broaden pupils' view of their own society and of the wider world. There are also insufficient resources particularly library books and artifacts to support teaching in this area of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school takes health and safety matters very seriously and has satisfactory arrangements in place. Some members of the governors' health and safety committee have undergone health and safety training but there is no one at present who has had risk assessment training. However, the school does assess likely risk and takes appropriate action.
44. Arrangements for child protection are satisfactory. The designated member of staff for child protection has only very recently taken on the responsibility and has not yet had training. This is planned and in the meantime she has fully appraised herself with local policy and procedures. The midday supervisory staff are not clear about who the designated person is nor the school's policy, although they do have a common-sense approach which is compatible with the policy. They do need to be familiar with the school's policy and clear about who to go to with concerns.
45. The monitoring of pupils' personal development is satisfactory. Class teachers know their pupils well and record personal development on the annual reports that go home to parents. Teachers support pupils well. They encourage them to work hard and to think about others. They do this through the use of positive praise, and through the school's system of rewarding those pupils who work hard and are kind and helpful to others.
46. The school's approach to the monitoring and promoting of attendance is excellent and is an outstanding feature of the school's work. It is extremely rigorous in recording and analysing individual pupil and class attendance, and making effective use of the information. Attendance and punctuality have a very high profile in the school and this is a significant factor in raising attendance. The school works very closely with the Educational Welfare Service and together they have co-operated well on a number of initiatives, some of which have involved outside agencies such as the local press.
47. The school has good procedures in place for monitoring and promoting good behaviour. The school has worked hard and successfully improved behaviour over a period of time. There is an effective, although rather complicated system of rewards and sanctions which pupils are clear about. The behaviour policy works well and has had a significant impact on behaviour. But, because it relies heavily on rewards and sanctions opportunities for pupils to be self-disciplined are limited. The school has not developed an effective personal, social and health education programme that would enable pupils to reflect on their own behaviour and how it impacts on others. The school in conjunction with an outside agency has taken many effective steps to help eliminate bullying. Pupils know about bullying and if they feel they are being bullied can get help by an effective system of posting confidential notes.
48. The school meets the statutory requirements for the provision for pupils with statements of special educational needs. Positive and productive links exist between the school and the LEA's support agencies, particularly the Educational Psychology Service and the Educational Welfare Service. Additional staffing is used effectively and pupils with statements of special educational needs have full access to the whole of the school's curriculum.
49. Since the last inspection the school has developed good procedures for assessing pupils' attainment and progress, including those with special educational needs. Assessment procedures on entry to school, at seven and at eleven years of age meet

the requirements of the Qualifications and Curriculum Authority. Children are assessed on entry to the nursery and as they move through the school there is a programmed cycle of assessments, including full compliance with the LEA baseline assessment arrangements in the reception class and the administration of national tests for seven and eleven year olds. Testing for the younger children includes personal and social development as well as attainment in phonics, reading, spelling and mathematics. At key stage 2, testing focuses on English, mathematics and science using standardised tests and more recently optional standardised tests.

50. Nursery staff use a system to find out how much the children know, understand and can do when they join the school. On a day to day basis in the nursery results of assessment tasks are used appropriately to monitor coverage of the curriculum, to generally inform the next steps of learning and to identify children who may experience difficulties with skills development. In reception careful assessments are made for each child so that the teacher can plan what the child needs to learn next. The two assessment procedures are not yet co-ordinated to provide a consistent foundation stage approach.
51. Half-termly assessments in core subjects in key stages 1 and 2 are carried out in accordance with the school assessment policy and a record system has recently been put in place to track pupils' progress throughout the school. Staff are not yet confident in how to use this information diagnostically and what classroom actions need to be taken as a result to raise attainment of groups of pupils. Good assessment is used in literacy and numeracy where information is gathered from end of key stage and optional tests, and is used to identify learning targets for particular groups of children in each class. Specific actions are taken to help children reach these targets, for example, in lower key stage 2, providing target sheets in exercise books so that pupils know what is expected of them, and the use of video revision programmes in year 6 in preparation for national tests. Recent test results show these strategies have been successful in raising attainment.
52. Short-term planning grids have been recently modified to include a space for recording the outcomes of day to day classroom assessments but these are not yet consistently used by all staff. Where the system works well, teachers record information on individual or groups of pupils and use it to plan future learning which, as a result, builds effectively on what children know, understand and can do. For example, in a key stage one class, where some pupils are not confident with simple addition using abstract notation, a note in the planning grid will ensure appropriate follow up activities take place.
53. Monitoring the effectiveness of the school's assessment arrangements is unsatisfactory. Although samples of pupils' work are scrutinised half-termly and teachers' planning is monitored by key stage and core subject co-ordinators, monitoring of teaching and learning in the classroom has not yet taken place and the process remains inconsistent and lacking in impact. The School Improvement Plan has identified monitoring and evaluation as a priority.
54. Recent developments in establishing a system to track pupils progress and in the use of ongoing or formative assessment to improve teaching and learning in the classroom, owe much to the recent support the school has received from the LEA. However, staff are not consistently using these approaches and the school is not monitoring their implementation. To further support these developments and to aid the recent improvement in standards, assessment strategies need to be rigorously incorporated into teachers planning and practice. The staff and senior management must now fully adopt these developments and take appropriate immediate action to secure consistent practice throughout the school and thereby ensure continuing improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Although very few parents attended the meeting or replied to the questionnaire their views of the school are generally satisfactory. Those who attended the meeting appreciate the hard work undertaken by the staff to improve pupils' behaviour and their attitudes to the school. In the questionnaire distributed prior to the inspection, parents generally agreed that they feel comfortable about approaching staff with questions and problems and that children are encouraged to become involved in more than just their daily lessons. Although the parents who attended the meeting prior to the inspection felt the information provided by the school was good, a significant number of parents through the questionnaires identified that they were not always well informed about what is being taught or about their child's progress. The inspectors acknowledge that this is an area for further development by the school. A significant number of parents responded through the questionnaire that they felt the school didn't handle parental complaints well. The inspectors found no evidence to support this view. Evidence throughout the inspection also supported the overall view that the school's values and attitudes have a positive effect on children.
56. The school has not developed effective links with parents. The school has in the past invested considerable time in trying to establish links with parents, but the effectiveness of these has been short lived and unsatisfactory. For example a teacher and friends committee was formed but instability in school management have not assisted it to become effective in the life of the school. Furthermore, a training programme was organised to develop parental helpers and although initially some parents were interested in the course, none attended the induction training. Very few parents are involved in the day to day work of the school but some are more willing to assist with school visits. Although the nursery is a recent addition to the school, staff are making satisfactory links with parents and this is having a positive effect. Parents are not invited to whole school assemblies, particularly when pupils receive awards and praise. Furthermore, parents are not invited to the school Harvest Festival. These are missed opportunities for establishing links with the parents from the earliest stage of entry and beyond.
57. The pupils' annual reports vary in quality. Some, but not all report on the progress pupils have made. Some reports have guidance to help pupils improve their work but this is sometimes too general to be useful. Some reports focus too much on pupils' attitudes to work and the work covered. The language used is not always appropriate for parents. The prospectus is formal in style, information is scant and it does not give a picture of the life and work of the school. The school has attempted to address this by producing a handbook for parents. However, the style is quite formal and because of this it distances parents. The governors' annual report to parents is better and gives a flavour of the role of the governors. Very few parents come into the classroom either at the start or the end of the day and because of this miss the chance to look at and show an interest in the work their children are currently doing. Generally, the school does not work in partnership with parents. For example, the Nursery does not use information from parents for assessment purposes. The school recognises that it needs to involve parents more.
58. The impact of parents' and carers' involvement with the work of the school is unsatisfactory. Although some are keen and help with school visits, the number of parents who help in school, even on a casual basis, is very few. Some parents are involved in the life of the school and regularly attend scheduled meetings but they are in the minority. Currently, there is no parents' association and the parents and toddler group has ceased to function although the school does have plans to revive it very soon. The newsletter is lively and attractive and keeps parents well informed about day to day matters but there is very little information about the curriculum. Written information about the curriculum is scant and there are hardly any curriculum meetings or workshops. The few meetings that the school organises are very poorly attended, with often less than a handful of parents. Parents of those children who have special educational needs are invited into school to discuss their children's

targets but many do not choose to do so.

59. Parents at the meeting held before the inspection felt that teachers were approachable, that the views of parents and children are listened to and the institution of the School Council was identified as a good example of this. There is some parental involvement at key stage 1 but less at key stage 2 and parents commented that the teachers cope well with some aggressive parents. Parents who attended the meeting expressed the view that, in their opinion, it was the responsibility of parents to respond positively to the school's initiatives. The contributions and response made by parents to children's learning at school and home is unsatisfactory. Homework is set for pupils but this is not always done consistently. There is an expectation that pupils read at home and learn spellings and that parents will support and ensure pupils complete these tasks. However, evidence shows that not many pupils are heard to read regularly or encouraged to complete homework by parents.
60. As a matter of urgency the school does need to pursue and consider a range of strategies for improving the effectiveness of the links it has with parents and increasing parental involvement in pupils' learning. These need to be creative and planned to attract more parents into becoming involved, by engaging their interest and, where appropriate, providing parents with the guidance and opportunity to support their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school has undergone a period of great instability in its leadership and management since the last inspection, owing to the repeated absence through ill health of the headteacher.
62. This has had the effect of slowing down many of the actions which the school has been taking, to deal with the key issues of the last inspection. In this difficult period, the school has been very well supported by its LEA who have provided experienced headteachers of high quality to replace the headteacher in his absence, including the present acting headteacher. As a result, the leadership provided by the headteacher at present in post, supported by an effective and active Governing Body and LEA, ensures a clear sense of purpose and educational direction for the school. There is a clear vision for the future of the school, expressed in the school's development plan which has appropriate priorities. There is also a shared commitment to improvement and the potential within the school, with the support of the LEA, to take it forward.
63. There are however weaknesses in the leadership and management. Although delegation is in place, with a structure of key stage co-ordinators, subject co-ordinators and other posts of responsibility, all of whom have job descriptions. Many of the staff involved are as yet unclear about their roles and are not yet effective in carrying out their duties. Subject co-ordination is weak - policies and schemes of work to support the teaching in each subject are in place, but further support to staff is minimal, with the exception of science, ICT and SEN.
64. Monitoring and evaluation of the school's performance are weak. There is very little monitoring and evaluation of teaching: this was a key issue in the last inspection report and although procedures were put in place, disruption caused by the headteacher's illness means that they have not been properly implemented. A full programme of monitoring and evaluation of all aspects of the school's work is now in place and ready to begin.
65. The impact of the lack of subject co-ordination and monitoring is obvious: practice is inconsistent across the school and teachers are not sharing their expertise; the school has been slow at implementing the literacy and numeracy strategies. However, some aspects of the school's work have been very well monitored, for example attendance and behaviour - this has resulted in clear improvements in both

of these areas. Despite the lack of monitoring and evaluation, however, the school has still been clear and accurate in pursuing the essential actions to create stability in difficult circumstances and move forward.

66. The Governing Body fulfils its statutory duties well - it is a 'hands-on' governing body with a good knowledge and understanding of the school including its strengths and its difficulties. The members of the Governing Body work well with both the management of the school and the LEA; they are closely involved with checking policies and the school development plan and with all aspects of financial planning. They too share the commitment to improvement, have a clear sense of where they want the school to go and have the energy to help it get there. Individual members of the Governing Body have very close contact with the school, for example the special educational needs governor.
67. The school is generously funded, including through specific grants. Careful judgements have been made as to how to spend this money to best effect; and with a focus on raising standards, much has been used to set up an ICT Suite and a library; to reduce class sizes where behaviour problems were clearly getting in the way of learning; and to provide classroom support assistants in many classrooms to allow better support to individual pupils. All these decisions were clearly and appropriately linked to the educational priorities of the school and identified in detail in the school improvement plan. The impact of these decisions have however not yet been properly evaluated. The principles of best value are in place: quotations are always taken for work to be done and governors judge on the basis of 'value for money' not lowest price.
68. The area of special educational needs is well managed and now includes behaviour management. The school meets its statutory requirements for special educational needs. The management of special educational needs is good and a strength of the co-ordinator is in her organisation of regular reviews and the quality of her record keeping. The person responsible has been given one day per week non-contact time to allow her to carry out her duties effectively. All Individual Education Plans and Pastoral Support Plans are in place; and the input from agencies outside the school is well managed and co-ordinated.
69. The financial and administrative personnel provide good support to the headteacher and staff. They contribute to the running of the school, ensuring the daily routines and procedures are carried out efficiently. New technology to support them in their duties is limited to one PC but it is utilised to its full extent.
70. The school's accommodation is very good, with the exception of the limitations of outdoor provision for the nursery. It includes a good ICT room and library. The older pupils are housed in a separate building from the younger pupils, this has caused some lack of integration of both staff and pupils: parents raised this as a concern and the inspection upholds their concern. The school however, is aware of this problem and is now taking steps to overcome the problems. The accommodation is generally very well used. It is also cleaned to a high standard and well maintained.
71. Learning resources are also generally good (this was considered a weakness in the last inspection) but they are not always used to best effect. More imaginative ways need to be sought to give higher use to the ICT room. The library is a beautiful room but the stock of books is dull and unattractive; and use of the library is not well integrated into the life of the school. Physical education resources are excellent and very well used. The areas of mathematics, music, nursery and religious education would all benefit from further resources.
72. Staffing is generous, with class sizes generally small and good support from classroom support assistants. There is a good match to the demands of the curriculum but, as yet, expertise which is not well shared. Induction of new members

of staff is carried out very well and the school has the potential to be an effective provider of initial teacher training when leadership and management have been stabilised on a long term basis.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the recent improvement in standards, the school must urgently and rigorously address the following issues:

1. Secure and strengthen the leadership and management of the school to ensure the consistent raising of standards in all classrooms from the nursery to the oldest pupils. (Paragraphs 61 - 67)
2. Ensure that foundation, key stage and subject co-ordinators understand and fulfil their role. To do this they must:
 - check the quality of teaching and learning in their subjects across the whole school and take appropriate action to raise standards;
 - ensure the learning needs of all pupils are met particularly the least and more able pupils;
 - check the quality of planning to ensure expectations are high enough, learning objectives are identified and sufficient levels of challenge through a range of activities are clear in lessons;
 - provide appropriate support, advice and in-service training to colleagues to enable them to be more effective in the classroom. (Paragraphs 1 - 14, 27, 34, 50 - 53, 63, 64, 99, 107, 124, 126, 129, 141, 142, 152)
3. Improve the quality of teaching and learning. To do this teachers must:
 - increase the pace and challenge particularly to meet the needs of able pupils;
 - develop the use of on-going classroom assessment to inform the planning and organisation of lessons to enable a closer match between work and pupils' ability to be consistently achieved;
 - Within the climate of improving behaviour, give pupils more opportunities to take initiative and responsibility, develop their independence and self-discipline, and enable them to develop the confidence to be more creative and imaginative. (Paragraphs 13, 17, 27, 29, 31, 35, 47, 50 - 54, 57, 73, 99)
4. Raise standards in English
 - develop pupils' speaking and listening skills to ensure better access to the whole curriculum;
 - improve pupils' writing, in particular developing their skills in spelling, punctuation and grammar to enable them to write extensively and

communicate confidently in other subjects. (Paragraphs 5, 12, 23, 27, 28, 34, 35, 73, 78, 80, 88, 91, 94, 95, 104, 106, 123, 125, 128, 151)

5. Involve parents more in the life and work of the school and in their own children's education. (Paragraphs 55 - 60, 70)
6. Improve the opportunities for pupils to understand and appreciate the multi-cultural nature of society. (this was a key issue in the last inspection) (Paragraph 42)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- Continue to use and if possible further develop the strategies to address the problem of the low attendance and punctuality. (Paragraphs 20, 46)
- Continue to develop strategies to link the key stages so that the curriculum and other experiences are blended and the ethos becomes one school. (Paragraphs 22, 34, 35, 50, 52, 70, 74)
- Extend and promote opportunities for homework to be used as a way of raising standards and improving progress. Ensure that it is set regularly and consistently and discussed fully with pupils. (Paragraphs 30, 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0.0	20.0	38.0	36.0	6.0	0.0	0.0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	211
Number of full-time pupils eligible for free school meals	0	127

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	73

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.4

Unauthorised absence

	%
School data	3.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	7
	Girls	13	13	13
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	68 (77)	68 (81)	64 (78)
	National	62 (81)	83 (81)	86 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	12
	Girls	13	12	15
	Total	22	20	27
Percentage of pupils at NC level 2 or above	School	71 (81)	65 (79)	87 (92)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	14	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	8	5	8
	Total	15	13	18
Percentage of pupils at NC level 4 or above	School	45 (49)	39 (38)	55 (45)
	National	69.7 (64.1)	68.4 (57.9)	77.9 (68.6)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	8
	Girls	8	5	7
	Total	15	11	15
Percentage of pupils at NC level 4 or above	School	43 (30)	33 (25)	53 (32)
	National	67 (64.2)	69 (64.2)	75 (70.4)

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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	211
Any other minority ethnic group	0

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	3	0
Other minority ethnic groups	3	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)	11
Number of pupils per qualified teacher	22.9 : 1
Average class size	23.4 : 1

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	110

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26 : 1

Total number of education support staff	1
Total aggregate hours worked per week	27.5

Number of pupils per FTE adult	37 : 1
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	505618
Total expenditure	519076
Expenditure per pupil	2349
Balance brought forward from previous year	27690
Balance carried forward to next year	14232

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67.0	27.0	7.0	0	0
My child is making good progress in school.	87.0	13.0	0	0	0
Behaviour in the school is good.	53.0	27.0	13.0	7.0	0
My child gets the right amount of work to do at home.	21.0	50.0	21.0	7.0	0
The teaching is good.	73.0	27.0	0	0	0
I am kept well informed about how my child is getting on.	60.0	40.0	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	73.0	27.0	0	0	0
The school expects my child to work hard and achieve his or her best.	80.0	20.0	0	0	0
The school works closely with parents.	27.0	67.0	7.0	0	0
The school is well led and managed.	47.0	20.0	20.0	13.0	0
The school is helping my child become mature and responsible.	60.0	40.0	0	0	0
The school provides an interesting range of activities outside lessons.	33.0	27.0	13.0	20.0	7.0

Summary of parents' and carers' responses

Overall the parents have a very positive view of the school. The parents of the key stage 2 pupils are less convinced that their children are getting the right amount of work to do at home, compared to the parents of younger children. Parents of pupils in both key stages register a concern about how well the school is led and managed and the range of activities provided outside of lessons. All parents agree that the teaching is good, they are kept well informed, feel comfortable about approaching the school with questions or a problem and that their child is expected to work hard and achieve his or her best. A number of parents are not convinced that behaviour in the school is good.

Other issues raised by parents

A very small number of parents made additional comments on the questionnaires. One response wanted to endorse that the school is doing its best but that parents should be included more. A proportion of additional comments expressed opinions that the school would benefit from a permanent headteacher. Concerns were expressed about petty theft and younger children kept waiting outside in the mornings prior to the start of school, sometimes in the rain.

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

73. Children enter the nursery with a broad range of knowledge and previous experiences. The current intake includes some children with satisfactory language, number and social skills, however the school's assessment of its children on entry shows attainment to be generally below and sometimes well below what is expected for their age. The strategies employed by teachers to raise standards are satisfactory. During the foundation stage children make satisfactory and good progress and standards are raised against the national picture with the exception of speaking and listening skills. Achievement in relation to ability is satisfactory and children are generally on course to reach the expected goals by the end of the foundation stage again with the exception of goals for speaking and listening.
74. Since the last inspection the foundation stage has been established in the school and includes the nursery and reception classes. A foundation stage co-ordinator has been appointed to establish links between the nursery and reception and reception and key stage 1. These links are insufficiently developed and opportunities to plan and develop a curriculum that meets the needs of all children aged three to five have yet to take place. There is no clear view of how the curriculum needs to be implemented across the foundation stage and what effective investigative and explorative learning is required for children of three to five years to ensure and secure their development. Both classes include opportunities to promote active learning but there are inconsistencies in emphasis. The curriculum co-ordinators throughout the school have not had opportunity to monitor or evaluate the learning in the early years classes and this prevents continuity through the school from the nursery onwards.
75. The quality of teaching in the nursery is mainly good. The teacher receives good support from the nursery nurse. As a result, the children achieve well and often make good progress in their skills and understanding across most of the areas of learning. Teaching in the reception class is satisfactory overall and enables children to make mainly satisfactory achievement over time. In the nursery the curriculum is taught effectively through a balance of direct teaching designed to develop specific skills and a range of structured and free play activities. The reception class also gives some emphasis to the value of play to support the curriculum.
76. Children in the nursery make a positive start to their education, their attitudes are good and very good. They behave very well, listen attentively and try hard even when they find the tasks difficult. When they are allowed free choice, they also work with concentration and perseverance. In the reception class the children are well behaved and try hard to concentrate and listen to their teachers. There are occasions when the children become less attentive and their learning is less effective this is usually if the task is too long or does not match their interests and learning needs sufficiently.

Personal, social and emotional development

77. Children make good progress in personal, social and emotional development, they are on course to achieve the early learning goals for this area of learning at the end of the foundation stage. Children in the nursery take turns when talking in a group with an adult and most are keen to be included in activities. In the reception class they listen to each other in discussions and some are eager to offer opinions and answer questions. Almost all of the children respond well to each other and play together or alongside each other in a friendly manner. They are developing the skills of taking turns in games, sharing resources and, even though the nursery children are very young, almost all of them show an awareness of the needs of others. Almost all of the children are confident and establish good relationships with each other and the staff. Teaching of personal, social and emotional development throughout the

foundation stage is good overall. Teachers explain clearly so that the children understand their tasks and are helped to recall previous learning. The children are expected to co-operate and take turns and the teachers support them in managing these situations. Staff in the nursery work hard to raise children's confidence. Provision of opportunities for the children to develop independence, initiate learning and solve simple practical problems through investigative and explorative activities is inconsistent across the foundation stage.

Communication, language and literacy

78. Progress in gaining speaking and listening skills is slow and children's confidence in using speech is restricted and limited, standards are unlikely to reach those expected at the end of the foundation stage. In the nursery some children are speaking clearly and use a satisfactory selection of words in their conversations. However, others often speak in short sentences or give single word answers in teaching situations. When they are playing together their speech can be extended. Children in both the nursery and reception do not often have opportunity to speak at length. Staff do not ask open-ended questions sufficiently to encourage children to speak in longer sentences and to promote and extend dialogue; they do not engage in talk at every opportunity on a one to one basis and in groups. The delay in language development impedes the rest of their learning. Teaching of speaking and listening skills is not fully meeting the needs of these children and is therefore unsatisfactory.
79. In reading most children are on course to reach the expected goals by the time they reach the end of the foundation stage. A significant minority however is not likely to reach this standard. In the nursery, children make good progress in reading, in reception progress is satisfactory overall. The quality of teaching of reading is satisfactory overall. There is a good choice of text and the children show interest and sustain concentration when the teacher reads to them. Good progress is made where children are given constant access to stories and books and they respond enthusiastically to these activities. In the nursery, the children enjoy handling books and use care when turning the pages. They enjoy listening to stories and can identify their favourites. Many of the children are familiar with text and know that it is different from the pictures and that it carries meaning. In reception, systematic teaching of reading skills is not developed sufficiently and progress, although satisfactory, slows. Most of the children are able to recognise one or two words and a minority are able to read very simple text. The vast majority of reception children have basic reading skills, they know the names of some letters and they are beginning to be able to sound out words or draw meaning from the text. However they are not taught consistently in both nursery and reception how to sound words and letters out and properly investigate picture clues.
80. In writing, the majority of children are unlikely to reach the expected goals by the end of the foundation stage, however, progress in relation to ability is satisfactory overall. In the nursery, children in the early stages of developing writing skills draw lines and circles; they manipulate objects with increasing control and begin to use anticlockwise movement and retrace vertical lines. Some children in reception can write individual letters and whole words that convey meaning; they use a variety of writing tools, many do not demonstrate an ability to write in short phrases or sentences. Overall the quality of teaching of writing in the foundation stage is satisfactory. Appropriate questioning strategies are not always used to identify words and work out how to spell them. The teacher does not always effectively help the children to examine words and look at parts of words, for example when they rhyme.
81. The quality of teaching in communication, language and literacy overall is satisfactory.

Mathematical Development

82. In mathematics, the majority of children will achieve the standards expected for five year olds. In relation to their ability, children make satisfactory progress. In the nursery, the children are developing their mathematical understanding appropriately. For example they know how to recite numbers and most of them understand about counting even if they cannot manage it without help. They are able to use sequencing when making patterns and they know the names of several simple shapes. In the reception classes the children are learning about smallest and longest and good use was made of the 'washing line' to order socks in length. They can count to ten and beyond and many can recognise the numbers and associate numbers accurately with quantities. Most of the children can arrange the numbers in order. They engage well with these practical tasks.
83. The quality of teaching in mathematics is satisfactory overall. There are appropriate expectations of the children and in the nursery they are provided with a wide range of structured play and focused learning opportunities which reinforce their knowledge of numbers, counting and early measures. For example the children can play with many large and small resources which require sorting or ordering by shape and size. In the reception classes there are fewer opportunities for practical mathematical problems to be solved or for the children to investigate mathematical situations through exploration and play.

Knowledge and understanding of the world

84. In knowledge and understanding of the world children are likely to achieve the standards expected at the end of the foundation stage with the exception of ICT. They make satisfactory to good progress overall. An appropriate range of activities is provided to extend the children's learning in the majority of early learning goals, again with the exception of ICT. The children listen to the sounds from the environment and music tapes. They recall clothes worn by babies and by four year olds. They experience ways of joining, cutting and gluing. Progress in information technology is unsatisfactory, as there is inadequate provision to develop the children's understanding, knowledge and skills.
85. The teaching of knowledge and understanding of the world is satisfactory overall. Teachers work effectively to provide a range of experiences for the children and encourage discussions. The use of new vocabulary is encouraged. Staff provide materials such as sand and water for the children to explore and they involve the children in practical activities such as listening to a range of sounds inside and outside the classroom. Children enjoy this work and show interest in the activities provided; they behave well and contribute to lessons.

Creative Development

86. Progress in relation to ability is satisfactory. Most children are likely to meet the expected standards by the time they reach the end of the foundation stage. In the nursery, the children experience a range of appropriate resources and learn how to use them. They are beginning to be able to draw and produce pictures of themselves and their family. In the reception class they can work with paint and select colours. They show awareness of shape and patterns and use colours to represent things. Children can join in with musical activities and listen carefully to a range of music with enjoyment. The quality of teaching for creative development is satisfactory overall. The children are encouraged to make some choices in the types of resources they use although much of their work is with various types of paint. The creative and aesthetic opportunities provided for the children are satisfactory and their work shows a developing maturity and awareness of detail.

Physical Development

87. In physical development, progress is good in relation to ability and children are likely to reach the standards expected in the early learning goals by the end of reception. In the nursery, the children use a range of equipment and their skills are developing well, for example they can control the pouring of sand and water. The reception children use tools such as pencils and scissors with confidence and appropriate success. There are opportunities for them to manipulate an appropriately wide range of resources through practical activities. In physical education lessons the children move with precision and increasing control. Their co-ordination is developing well and the nursery children show good progress when using large apparatus. The reception children move with increasing control and co-ordination showing proper awareness of other children and the available space. Generally children enjoy these lessons and even the shyest participate when encouraged. The teaching of physical development is satisfactory overall. Staff demonstrate how to use a variety of classroom equipment and give clear instructions. Children are given time and encouragement to complete tasks carefully. They are encouraged to manipulate difficult objects such as buttons and shoelaces. In physical education lessons the teachers give precise instructions which enable the children to improve their performance. Large equipment such as wheeled toys and hoops are used in the outdoor area to develop gross motor skills. More use should be made of the outdoor area to ensure children have continuous opportunities to develop physically.

ENGLISH

88. In the 1999 national tests for seven year olds the percentage of pupils who reached level 2 or above in reading and writing was well below the national average. Following improvement in the previous years results standards fell in both reading and writing, however overall the schools' trend in performance in writing has improved in the past four years. Overall standards in reading have remained the same. The schools' trend in performance does not reflect the overall improvement shown nationally over the past four years.
89. In the 1999 national tests for eleven year olds the performance of the pupils in English was well below the national average. Results showed a slight improvement on the previous year. There was no significant difference between the performance of boys compared to girls in tests for both seven and eleven year olds. In comparison with the average for similar schools, the seven year old pupils results were broadly in line for reading and above the average in writing. The results for eleven year olds placed the school below the average in comparison with similar schools.
90. In this years tests the school reports a significant rise in pupils gaining level 2 or above in writing at key stage 1 but no overall change in reading. Key stage 1 results have kept in line with national improvements since the school was last inspected. In key stage 2, English results showed a significant improvement in pupils attaining level 4 or above. At present there are no national comparative figures for the year 2000.
91. When pupils start school their attainment is well below the national average in language skills. As they move through the school pupil's listening skills begin to develop but they do not all make enough progress to each levels expected at the end of the key stages. In key stage 1 pupils pay close attention to their teachers and listen with interest to other pupils. In key stage 2 this skill is less evident. Their speaking skills are mostly well below average and remain underdeveloped. They communicate too often in one-word answers and teachers do not always take the opportunity to sufficiently develop extended speech. Pupils are generally confident and most pupils are happy to participate in the lessons and in group work and to volunteer ideas and answers. When the teacher asks for longer and fuller answers, the pupils' speaking skills begin to improve and they reach standards that are closer to the average for their ages. When reading aloud some pupils have developed a sufficiently dramatic

and expressive tone to enliven the stories; this should be encouraged in a greater number of pupils within key stage 2. The lack of fluent articulation impedes progress in every area of the curriculum. If the school is to raise standards, not only in English, but in all other subjects it is essential that speaking and listening skills are developed as a matter of urgency.

92. Pupil's attainment in reading is broadly in line with that expected for their age nationally. Progress in reading is mainly satisfactory. A good start is made in the nursery where reading is given appropriate status and encouragement. In reception, systematic teaching of reading skills, in particular a greater emphasis on phonics would significantly improve learning. In key stage 1, more systematic attention is given to the development of the pupil's reading skills and reading is promoted during the literacy lessons. The pupils are taught from appropriately chosen, graded reading scheme books and parents are encouraged to hear their children read at home. Their knowledge of phonics is satisfactory and many make satisfactory progress but there are too few pupils reading at the higher levels; the more capable readers are not sufficiently challenged. The evidence from this inspection is that standards of reading in key stage 1 are higher than the 1999 national tests indicated, but that they are still below average overall.
93. In key stage 2, pupils progress continues to be broadly satisfactory but for a significant minority progress is unsatisfactory. Those with special needs progress well. The overall picture is of many pupils reading at about the correct level for their age but of few exceeding that level. Amongst the sample of pupils heard to read the majority were confident and happy to read. Few in key stage 2 were very knowledgeable about books and authors and few belong to the local public library although they knew how to use the library and could access fiction and non-fiction independently. The more capable readers are encouraged to borrow books from the school's library. No one was observed using the library during the inspection. There is a collection of reading scheme and other graded books to support the pupil's reading and of big books for the literacy lessons. Some of these reading scheme books are very dated and the school should think about replacing them. To encourage pupils interest in books and language, the 'love of books' and reading should be promoted more throughout the school. In key stage 1, books and reading are effectively promoted by the displays set up by the teachers and by the more effective presentation of books in the classrooms. This is not so strong in key stage 2.
94. The standard of the pupil's writing in both key stages is below that expected for their age. The quality of the writing in exercises in the literacy lessons is often satisfactory, this is not often the case when pupils write more freely in separate writing sessions or when writing in other subjects such as history. Many pupils are slow to learn skills in spelling, punctuation and grammar and lack confidence and skills to express themselves in a written form. Overall this creates weaknesses in the pupil's independent writing. Their writing lacks the style and accurate use of grammar needed to gain the higher levels of attainment at key stage 2. A greater breadth and depth of study needs to be introduced to the English curriculum to produce improved standards.
95. Overall standards in spelling is below that expected nationally for the pupil's age. In key stage 2 spellings are taught then practised and learned at home for homework. In the last inspection handwriting needed to be improved; this is still the case. Handwriting is taught regularly in key stage 1 and the pupils reach satisfactory standards in key stage 1. In key stage 2, handwriting still needs to be improved and practised. There is evidence that pupils have experience of word-processing in school, but during the inspection a little was observed.
96. Teaching in the literacy lessons was satisfactory overall with some good and very good lessons. This is an improvement upon the quality of teaching observed in the

previous inspection. There is still a need to ensure that all available teaching time is well spent for example, the use of silent reading sessions should be carefully monitored for its impact on pupil's reading skills and the use of support teachers carefully timetabled and targeted. Teaching could also be improved by more consistent use of effective differentiation of tasks for example giving more attention to the more capable pupils who are sometimes under-challenged.

97. Most pupils behave and concentrate well in their literacy lessons. This enables the teachers to focus on the purpose of the lessons and to maintain a reasonable pace. Where pupils are less well focussed, tasks are insufficiently engaging and interesting to them, a more interactive hands on approach would improve this. Much of the work requires frequent revisiting to ensure that the pupils remember the technical vocabulary that is being taught, this can slow the pace of the lesson, variety in the way this is presented would help a lot. Teachers should try to introduce a greater range of tasks which will cover the basic teaching points, for example what verbs and nouns are, why and where to put capital letters and full stops. Good support is given to pupils with special educational needs, either by extra support within the class or by being withdrawn for intensive specialist teaching in a separate room.
98. The best lessons maintain a good pace and sharp timescales so that the pupils know how much time they have in which to complete the task. As a result most pupils work well. They also show a good level of interest in response to lively presentation of, for example, the retelling of the opening of Macbeth. In some cases the opening sessions or the group sessions are too long. Some teachers do not use their professional flexibility sufficiently to mould their lessons to fit their classes and, as a result, are using the National Literacy Strategy too rigidly. This in part explains the large discrepancy between the content of the literacy lessons and the quality of the pupil's own writing. Where teachers show a personal enthusiasm for language the response from the pupils was more enthusiastic and interested.
99. The teachers' day-to-day assessments are satisfactory, enabling them to make judgements about the pupil's progress. The marking of the pupil's work is done regularly but varies in quality between the teachers. The best marking helps the pupils to see what they need to do to improve their learning; the least helpful marking merely gives praise or criticism without explaining why. Adequate records are kept; including comments on pupil's reading work and a note about the books that the pupils are reading.
100. There was no co-ordinator for English in the school during the time of the inspection. The school has compensated for this by involving the local education authority literacy consultant in development work.
101. The policy document is still in draft but has been seen by the Governing Body and the newly appointed Literacy Governor is keen to see its implementation. Teachers use the guidance in the National Literacy Strategy Handbook to guide their work. The school urgently needs to write its own guidance for promoting speaking and listening, for teaching phonics and handwriting and for promoting higher reading skills, including the use of the school library. Resources are generally adequate to meet the needs of the subject with the exception of the library, where the quality and range of the resources requires management and development.

MATHEMATICS

102. The results of the national tests for eleven-year-olds in 1999 show pupils' performance is well below the national average with few pupils attaining higher levels. In comparison with similar schools in 1999 results are also well below average. Test results for the past four years show there has been a steady improvement in standards reached by eleven-year-olds. In 2000 there has been a significant increase in the percentage of children reaching the national expectation compared with 1999,

and a small increase in the percentage of those reaching the higher levels. The results of the national tests for seven-year-olds in 1999 show pupils' performance is very low when compared with the national average. In comparison with similar schools in 1999, results are well below average. Test results for seven-year-olds for the past four years show marked variation year on year. In 2000 there has been a significant increase in the percentage of seven-year-olds reaching the national expectation compared with 1999 but few children reach the higher levels. As yet there is no national data available to allow comparison of the school's results for 2000 with those for all schools.

103. These results show that overall there has been an improvement in standards reached in the national tests since the last inspection. The most recent test results show clear signs of improvement for both seven and eleven year olds when compared with those from 1999.
104. From the work seen and lessons observed overall standards in the school are below national expectation in both key stages. Although standards are low in key stage 1, pupils' progress in lessons is good. In year 2 classes, most pupils can count in tens and recognise odd and even numbers, doubles and halves to fifty. They can name two-dimensional shapes and recognise them in the classroom environment. Pupils are learning simple properties of shapes such as number of sides and some pupils are beginning to learn about three-dimensional shapes and their properties. All pupils learn to use appropriate mathematical vocabulary correctly but many are hampered by their poor language skills. In key stage 2 pupils make satisfactory progress overall, and in half the lessons observed they achieve well in relation to their own ability. By the age of eleven, many pupils can recognise prime numbers, mentally calculate number pairs to one hundred and use a calculator effectively for decimal calculations. They can round numbers to the nearest ten or hundred and recognise equivalent fractions, for example that $70/100$ is equal in value to $7/10$. They understand place value and can multiply and divide by powers of ten such as ten, a hundred and a thousand. The more able pupils successfully calculate with decimal numbers. Many pupils are able to explain their reasoning and check and evaluate their answers.
105. Pupils use their numeracy skills appropriately in other areas of the curriculum. They draw bar charts in science and use their measuring skills in design and technology projects. They use their knowledge of probability in creating a display of paintings of likely, unlikely and impossible events in art. Younger pupils are encouraged to practise counting in physical education and teachers take every opportunity to develop pupils' number language in classroom routines.
106. The quality of teaching and learning is at least satisfactory in the majority of lessons seen, with a significant number of lessons where it is good or better. There is a minority of lessons where teaching is unsatisfactory in both key stages. Where teaching is good teachers plan in detail with clear learning objectives which are shared with the pupils at the beginning of each lesson and in those lessons pupils make good progress. Teachers make careful assessments against learning objectives and these are used to plan future learning, which builds effectively on what pupils already know. They vary activities to maintain the pace of lessons and use differentiated questions skilfully to promote understanding of underlying mathematical concepts. Teaching is very good where there is direct teaching in which the teacher demonstrates ideas and methods clearly and pupils are subsequently actively involved in 'hands on' activities. Good behaviour management ensures pupils concentrate on their classwork resulting in effective gains in learning. For example, in a key stage 1 class the teacher makes good use of concrete examples using gingerbread men to enable children to develop their understanding of addition before they move on to the more abstract number notation. In key stage 2, the teacher encourages the more able group to give number pairs to a hundred ending in 2 or 7 and less able children are encouraged to persevere when the teacher accepts their answers with pairs of numbers ending in 5. Teaching is less satisfactory where

teachers are not secure in their own mathematical knowledge, which sometimes leads to less than clear explanations and inaccurate use of correct terminology. There is undue emphasis on traditional written methods for calculation and pupils are not given opportunities to develop their own strategies and explain their thinking. Pupils need to have more opportunities to solve problems, carry out investigations and record their work using non-standard methods, for example with open number lines.

107. The introduction of the national Numeracy strategy has not been well managed in the school and has been severely disrupted by the absence of the headteacher who was also the mathematics co-ordinator. The school has been well supported by an LEA Numeracy Consultant. The three-part lesson is not yet consistently well developed throughout the school and not all staff are confident in the fundamental techniques of teaching numeracy as described in the strategy. More consistent use could be made of the plenary to check out pupils' understanding against lesson objectives and this information then used to plan the next steps in learning based on what pupils know, understand and can do. The newly appointed co-ordinator is aware of the challenges that she and the rest of the staff face and has a clear view of the priority of future actions. An audit of resources and staff training needs has been completed but plans to implement training have still to be carried out. Assessment procedures are in place to record pupils' progress against key objectives from the numeracy framework. The mathematics policy is in need of review, which should be completed by all staff, led by the co-ordinator, before the end of term. Teachers' short-term plans are based on the numeracy framework and are monitored by the co-ordinator. Although plans have been made for the co-ordinator to monitor standards of pupils' work half-termly and to undertake some lesson observations, there has been insufficient time for the work of the co-ordinator to have had an impact on standards. Monitoring of the subject must be carried out and evaluated in order to secure continued improvement.
108. Resources are adequate but the use made of them to support numeracy teaching is not consistently well developed throughout the school. All staff have access to 100 squares, flash cards and pupil whiteboards, and these are sometimes being used appropriately to support the development of number. For example, in a key stage 1 class, pupils use their individual whiteboards to play 'bingo' based on doubles and halves. In a key stage 2 class, the teacher uses large flashcards to allow pupils to demonstrate the movement of digits in multiplying by ten and a hundred. There is noticeable absence of the use of a counting stick to help pupils develop skill in mental recall of multiplication tables.

SCIENCE

109. Evidence from the inspection indicates that by the end of key stage 1 standards of attainment overall are below national expectations. The results of the National Curriculum assessments made by teachers in 1999 show that at the end of key stage 1 the percentage of pupils reaching level 2 or above is below the national average and the percentage reaching level 3 or above is broadly in line with the national average. Overall teacher assessment indicates that pupil's results are above the average for similar schools by the end of key stage 1.
110. Attainment at key stage 2 in the 1999 national tests is well below the national average and below the average when compared with similar schools. The number of pupils reaching higher levels is well below the national average. The general trend in attainment since 1996 has been of steady improvement albeit from a relatively low base.
111. Standards overall since the last inspection have gradually risen at both key stages.

112. The progress pupils make in developing skills, knowledge and understanding at key stage 1 is at least satisfactory and often better. At key stage 2 progress ranges from unsatisfactory to good. At both key stages pupils with special educational needs make sound progress. Many teachers take account of targets in Individual Education Plans (IEP's) when planning lessons. In the best lessons, pupils make good progress in building on their previous experience and make accurate assumptions in new learning situations.
113. Standards of overall attainment at key stage 1 are below national expectations; however, by the end of year 6 pupils can make and record observations. They are able to develop and apply simple investigative skills and use focussed exploration to acquire basic knowledge and understanding about the world. They can generally distinguish the difference between materials, sort objects according to basic material properties and identify common materials whilst exploring their uses. They know that plants need light and water to survive. They are beginning to formulate some satisfactory knowledge and understanding of healthy eating. They are beginning to consider the contribution of science to life. For example in one year 1 lesson pupils investigated their awareness of hard and soft objects. They generally recorded their results with enthusiasm and are able to label pictures. Pupils are beginning to evaluate their overall findings although their ability to discuss what has happened is limited. For example throughout the key stage pupils' ability to question, evaluate and communicate results is below expectations as is their ability to recognise similarities and differences between themselves and others.
114. Overall attainment is well below national expectations by the end of key stage 2. However, many pupils are using scientific investigation to acquire knowledge and understanding of changes in their environment. They are able to reflect upon some first hand experience and recognise patterns/relationships. For example one year 5 group was beginning to appreciate the fuller life cycle of a flowering plant. Pupils are generally able to test materials for conductivity and magnetism and record their results. During inspection for example one year 4 class were encouraged to predict and explore the forces of attraction and repulsion existing between various magnetic materials. They demonstrated some clear knowledge and understanding of most aspects of life processes. They match foods with nutrition. For example during inspection, one year 3 group enthusiastically matched food groups with activity and growth. Then they sorted food types using spreadsheets. Older pupils recognise the heart's role as a pump to circulate blood. They can explain why certain materials are suited for specific purposes and compare the properties of everyday materials. All of this indicates that some satisfactory progress is taking place at key stage 2.
115. The quality of teaching is generally good at both key stages. Where teaching is very good teachers are fully aware of pupils' needs, expectations are high and teacher exposition and demonstration successfully guides pupils' learning and pupils are encouraged to think for themselves. As a result of good teaching and appropriate challenge, pupil behaviour is generally good. Pupils' attitudes to learning overall range from good to very good at key stage 1 and from unsatisfactory to satisfactory at key stage 2. Pupils enjoy practical investigations and discovery and delight to show what they know, pupils generally relate well to their teachers and to each other. Subject planning is satisfactory. It is well developed and national curriculum requirements are taken into account. Classroom support assistants are well used to support both individuals and groups of pupils.
116. The quality of subject leadership is significantly good. The co-ordinator is committed to raising standards and the initiatives that she has put in place are a significant factor in the steady rise in attainment. She provides advice, guidance and support to all

teachers. She monitors the quality of pupil attainment and progress and regularly evaluates to improve overall standards in the subject. She recognises specific areas of weakness and monitors the quality of teaching and learning in the subject. There is a good science policy in place and the co-ordinator has dedicated much energy in establishing, developing and maintaining the good whole school science policy. Resources for the subject are currently adequate and varied but require some updating in certain areas such as micro-organisms.

ART

117. Evidence from lessons observed and work displayed around the school shows pupils' achievement, in relation to their ability, is satisfactory and attainment is broadly in line with national expectations at the end of each key stage. Standards in drawing are less well developed for example when pupils are sketching a group of objects, people or working from memory.
118. Attractive displays contribute to the appearance of the learning environment and show how pupils' art is valued in the school. In the two lessons observed teaching was good overall. Pupils are shown how to group everyday objects in an interesting way and are given guidance on how to improve their sketches. At both key stages pupils experience a range of media, which includes pastels, watercolours, crayon and pencil. Work with collage links well to observational drawings of fruit and vegetables. Painting in response to music, for example Enya's Caribbean Blue shows that pupils have the capacity to use their imagination but opportunities to do so are limited. Art is sometimes used to support work in other areas of the curriculum such as literacy where, for example, pupils paint pictures of Mrs Armitage's bicycle after reading her story.
119. Evidence from work around the school shows that pupils make good progress in painting but satisfactory progress overall. Pupils improve their painting skills as they move through the school with teachers using the work of artists such as Vincent Van Gogh and Wassily Kandinsky to inspire pieces of work. Finished work indicates that pupils are encouraged to take care and pride in their work. Displays also show that pupils have been taught brush control and colour mixing techniques. Pupils are given opportunities to apply these skills to other tasks for example painting still life. However they have fewer opportunities to develop and improve their skills in other areas of this subject such as 3D and large scale projects as well as working collaboratively with others.
120. The co-ordinator provides satisfactory leadership for this subject and has put together a good range of teacher resources. These are well organised and include books, as well as posters and postcards of artists' work. Pupils have benefited from the expertise of an art specialist in school who works alongside teachers in their classrooms. The policy for art contains useful guidance for the non-specialist and identifies links that can be made with other subjects. The school's long term plan for art is not yet in line with the new National Curriculum but is being addressed by the co-ordinator.

DESIGN AND TECHNOLOGY

121. In the small number of lessons observed and in the samples of pupils' work, attainment in design and technology is broadly in line with national expectations at the end of both key stages, although some skills remain underdeveloped. This is an improvement since the last inspection.
122. By the end of key stage 1 pupils are able to use simple marking, measuring and cutting skills to make a felt finger puppet. They plan and use their own designs to complete the puppet's features and can label their drawings. They use simple gluing and stitching techniques to join materials together. By the end of key stage 2 pupils

can measure, mark and join wood in a variety of ways. They know the difference between a permanent and temporary join. They can label sketches and explain in simple terms why certain materials have been used to make a tent.

123. Teaching is satisfactory overall although there are examples of some good teaching. Teachers plan their lessons thoroughly and provide activities that engage the interest of pupils. For example pupils enjoy the experience of learning about structures by erecting a tent in the school grounds. Other pupils use their visit to a local park to design a climbing frame. However, in both key stages some skills are underdeveloped, particularly those which help pupils to work with their own ideas. For example poor oral skills make it difficult for pupils to express and develop their ideas before beginning the recording process. There is also a tendency for teachers to provide pupils with a limited range of materials. Opportunities, therefore, for pupils to make choices and use their creative and imaginative skills are sometimes restricted. The finish on pieces of work is of a satisfactory standard and indicates that pupils have been taught to take care and pride in their work.
124. The co-ordinator is new to the role and has not yet had the opportunity to initiate further development. There is a policy for the subject which contains some guidance for teachers on safety aspects. With the introduction of the new curriculum teachers are now using the QCA schemes of work to plan for progression in learning. This will ensure that underdeveloped skills will be addressed as pupils move through the school, further improving their achievement and levels of attainment. Resources have improved since the last inspection enabling teachers to teach the whole design and technology curriculum as well use elements to extend pupils' experiences in other subject areas such as art, history and geography. This approach ensures that the majority of pupils, including those with special educational needs make satisfactory progress overall.

GEOGRAPHY

125. Only two lessons in geography were seen during the inspection. However, evidence was also gathered from looking at pupils' work over one year, teachers' planning, policies, schemes of work and class displays. The evidence from pupils' work and lessons observed show that attainment in both key stages is below what would be expected nationally. Pupils' ability to express themselves clearly in writing is generally below average as are their presentation and the amount of work covered, however, there were some good examples of well presented work, free writing and geographical skills being applied, in the projects produced in the Summer term by last year's year 5 children, based on their Field Study visit to Filey. Policies and schemes of work are in place to ensure that teachers cover the necessary content of the geography curriculum and examples of this were seen in lessons and in pupils' work, for example: drawing and interpreting plans; the water cycle, using grid references, studies of contrasting locations, pollution and the environment. However the pupils' work revealed inconsistencies in the quality and amount of work covered, much of the work focussing on content and comprehension exercises at the expense of developing geographical skills. However, in the lessons observed, both contained good examples of appropriate skills being developed: in a year 2 class, the work was based on the previous week's visit to the local park and pupils were learning to interpret a plan of the local area and mark relevant details onto it for example, position of the duck pond and swings. The lesson then moved well into the use by the children of an appropriate computer program for simple mapping in a year 3 class, pupils focused on their route home from school, and the 4 points of the compass were introduced involving movement round the classroom. The overall quality of teaching and learning in these lessons was good as were attitudes and behaviour. Based on the scrutiny of work, however, teaching could only be judged as satisfactory.

126. The school has organised a number of geography visits: a visit to the local park in year 1; a visit to a farm in year 2; a study visit to Filey in year 5 and to Spurn Point in year 6. Resources to support the teaching of geography need to be developed including library resources for research. The co-ordination of the subject is at a very early stage of development and monitoring and evaluation have not yet taken place. As a result of this little improvement has been made in the provision for this subject since the last inspection.
127. Provision for this subject has improved very little since the last inspection.

HISTORY

128. Four lessons in history were seen during the inspection. Evidence was also gathered from looking at pupils' work over one year, teachers' planning, policies, schemes of work and class displays. The evidence from pupils' work and lessons observed shows that attainment is below what would be expected nationally. Pupils' ability to express themselves clearly in writing is generally below average as are their presentation and the amount of work covered, however, there were some good examples of well presented work, free writing and good development of historical skills in the project produced by last year's year 5 pupils on the Tudors. Policies and schemes of work are in place to ensure that teachers cover the necessary content of the history curriculum and examples of this work were seen in lessons and in pupils' work, for example: chronology and timelines in year 1; the Roman invasion in year 3; ancient Greece in year 4; and Tudors in year 5. In the lessons observed, historical skills as well as knowledge and understanding are being developed, for example in a year 1 class, pupils used objects and photographs and placed them in chronological order thus beginning to understand the passage of time and our 'ordering' of events; in a year 5 class a family tree was well used to demonstrate relationships. The quality of teaching and learning overall was satisfactory, thus matching the evidence of the pupils' work. Attitudes and behaviour were overall satisfactory but very dependent on the intrinsic interest of the content and the teacher's own enthusiasm and confidence in delivering it and in managing behaviour.
129. The school has organised a number of historical visits: to local museums in Hull to study the Victorians in KS1 and Anglo-Saxons in year 3; to Burton Agnes Hall (Tudors) in year 5; and to Eden Camp (World War Two) in year 6. Resources to support history need to be developed including library resources for research, though good use is made of the local library loan service to support topics; and sets of books are also available in the school's resource centre. The co-ordination of the subject is undeveloped and no monitoring and evaluation have taken place recently. As a result of this little improvement has been made in the provision for this subject since the last inspection.

INFORMATION TECHNOLOGY

130. Children's attainment in Information technology (IT) is broadly in line with national expectation at both key stages. Since the last inspection a computer suite of networked PCs has been created and the school took the decision to timetable each class in the computer suite for one lesson a week to teach children the basic skills of the subject. Priority was initially given to key stage 2 classes but this has recently been extended to include key stage 1 children. Training was also provided to improve teachers' confidence and skills in teaching the subject. A classroom support

assistant with IT expertise is employed by the school to support all teachers in the IT suite and work closely with the IT co-ordinator. The combination of access to computers, training and classroom support has been successful in improving the teaching of IT skills. Children now receive good quality direct teaching which is making a significant contribution to improvement in this subject and ensuring satisfactory progress overall.

131. In key stage 1 children are taught basic skills in the computer suite and have access to a computer in the classroom where they can use the skills they have learned. They can name the different parts of the computer and develop skills in controlling the mouse by using computer simulations and painting programs. They make decisions about the tools and colours that they use when creating patterns and pictures and they learn that computers can be used to make words and pictures which can be combined together. They have access to a Roamer to learn how to give simple instructions. The children can use a word processor to write about their experiences, for example, after a recent visit to the local park. Access to CD-ROMs such as talking books and reference works has been limited by lack of up to date classroom computers, but this situation will improve as children have more regular access in the computer suite.
132. In key stage 2 children build on the skills they have already learned. They are taught how to improve the appearance of their writing by applying a variety of text effects such as different fonts, bold and centre. They learn how to combine pictures and text from different sources and use all these skills in a range of activities. For example, year 4 pupils produce posters using clipart and borders to advertise events, and write instructions with the word processor on how to make decorations. Year 6 pupils can draft autobiographies of a famous character from history on the computer and write letters to parents about their revision work at school. Pupils use a Logo program and learn how to write simple procedures, and they use the Internet as an information source in other subjects such as geography and design technology. By the end of key stage 2 children can use IT to handle information in a database, add their own information, interrogate the data and graph results. For example, they collect information about the time taken to travel to school, enter it into a datafile, print graphs and write questions for other pupils to answer. They evaluate features of multimedia software in preparation for making a multimedia presentation of their own.
133. The children's attitudes to learning are positive and when working on computers in pairs they show high levels of co-operation and respect for each other in taking turns. They are very enthusiastic but they use the equipment carefully and behaviour is good. Teachers are well prepared and well supported by the classroom assistant. All children make good progress. A computer club after school is well attended by year 5 and year 6 pupils who this term are engaged in preparing a newsletter about the school, at their own suggestion.
134. The quality of leadership is good. The subject is well managed by a keen and enthusiastic co-ordinator who has recently taken on the role for both key stages. Her hard work in effectively developing the use of the computer suite by all classes is supporting the raising of standards throughout the school. Displays of children's work are used to full effect in the computer suite to demonstrate the range activities in which key stage 2 pupils have been involved and the standards of work achieved. These include wallpaper patterns using a painting program, digital camera images which have been manipulated using image software and examples of Internet projects on topics as diverse as cars, elephants and TV programmes. The display of work samples for the Copper and Bronze 'Skills for Life' awards is particularly effective in that it invites assessment of the samples on show against the award criteria, to decide which work matches which award.

135. The school's scheme of work has relied heavily in the past on the LEA 'Skills for Life' accreditation scheme which successfully promotes the communicating and handling information aspects of IT. The QCA scheme of work is now in place and when fully implemented will address the provision of breadth of experience in the 'developing ideas and making things happen' aspect of IT, particularly towards the end of key stage 2. The use of IT across other subjects is not yet fully developed but the co-ordinator is working with subject co-ordinators on resources for the use of IT to support learning the core subjects. Further staff training will be needed to ensure pupils' equality of opportunity throughout each key stage. Assessment of IT has been based on the 'Skills for Life' accreditation scheme which has clear links to national curriculum levels of attainment in those areas of the IT programmes of study which the scheme promotes. This will continue to operate whilst the QCA scheme is in the early stages of implementation but the co-ordinator should be aware of the need to assess across the full breadth of the programme of study as delivered in the QCA units.
136. The co-ordinator monitors standards by collecting work samples for 'Skills for Life' and has access to pupils' work on the network. Monitoring the subject by lesson observation has begun and must be continued. The co-ordinator has drawn up a comprehensive IT development plan which clearly identifies future priorities and cross references to the School Improvement Plan. The actions identified in these plans also need to be monitored in order to secure continuing improvement. Strategies now need to be developed to extend the use of the computer suite and evaluate its effectiveness and overall impact on pupils' learning.

MUSIC

137. The standards of pupils' attainments are generally in line with national expectations by the end of key stage 1 and many pupils continue to attain these levels by the end of key stage 2. Pupils of all levels of attainment make satisfactory progress. Some pupils make very good progress at both key stages. Pupils with special educational needs make similar progress to others of similar ability in their year group.
138. By the end of key stage 1, pupils sing enthusiastically and in tune. They show some understanding of rhythm, diction and phrasing. They perform well together in class and in assembly. They have a developing appreciation of the basic rudiments of music. They learn and memorise new songs. By the end of key stage 2 pupils begin to have some appreciation of musical styles from around the world such as Africa. Many pupils continue to attain well in singing with satisfactory attention to dynamics. For example during inspection a year 5 class sung in two parts with clear diction and good musical expression. Pupils generally have an awareness of the value of listening to each other while performing.
139. Pupil's attitudes are at least satisfactory and frequently better at both key stages. Pupils are involved in music making through a wide range of practical activities. For example a year 3 class was observed enthusiastically using improvised musical rhythm to express their feelings. Pupils generally show sensitivity towards each other. They concentrate well, share resources and generally demonstrate satisfactory behaviour.
140. The quality of teaching ranges from satisfactory to very good. Teaching is very good when the teacher has a secure understanding and knowledge of the subject, sets high expectations; and makes imaginative use of resources. In the very best lessons the pace is brisk, the lessons are very well planned and the continuous assessment of pupils' performance, and the perfecting of appropriate skills leads to improved performance. In less satisfactory lessons, pace is slow, learning intentions are unclear and pupil behaviour mixed.
141. There is a limited music policy and schemes of work in place. However there are

currently gaps in provision. In particular during inspection no evidence of how music can be produced in different ways and described through appropriate/invented notation was seen. Music was identified as an area for development in the last inspection. The policy has been reviewed and key stage 2 attitudes and behaviour have improved but there is still a need to extend opportunities for composing, appraising, listening and understanding music. The opportunities for pupils to learn musical instruments in school are limited.

142. The subject co-ordinator is new to the post but has some good ideas such as meeting with each key stage each term to monitor subject delivery. This element of her role is only just beginning.
143. Musical resources are satisfactory but could be improved further in order to present music from a wider range of cultures.
144. The school choir is strength of the school. There are visits each term from the Music Support Service to perform and conduct workshops and an annual singing festival in the city that pupils participate in. Various visiting musicians enhance the music provision in the school it is hoped to further develop these. Musical presentations are performed to parents/carers on a seasonal basis. Parents/carers are invited to class performances and children share their music with the old peoples' centre and with the local church.

PHYSICAL EDUCATION

145. By the end of key stages 1 and 2 standards of attainment are in line with national expectations. Pupils of all ability make sound progress or better against their prior attainment.
146. Pupils at key stage 1 make good use of the available hall space. They respond quickly to commands and can hold moments of stillness. Pupils control their movement well. They move around in different ways, creating interesting balances and shapes. They use levels effectively and create sequenced movement in response to the teacher's voice. Pupils maintain a high degree of physical effort and enthusiasm. They show confidence in the hall and playground. Sound progress is being made in dance work. For example, in a year 1 lesson observed during the inspection pupils enthusiastically developed dance/movement strategies and skills in the most imaginative way. They creatively matched movement to music and emotions. Pupils are confident when using larger apparatus.
147. At key stage 2 pupils continue to make at least satisfactory progress and often better. They develop gymnastic sequences of movement in floor work involving balances, stretches and curls. They use levels effectively. They work well together. For example during inspection a year 3 group successfully developed gymnastic floor sequences varying in speed, level and duration. Pupils practice, improve and refine performance. They show improvement in control and greater accuracy in repeating movement. Pupils with special educational needs make satisfactory progress in their learning in physical education lessons.
148. The quality of teaching ranges from satisfactory to good. Lessons are well planned and the wide range of equipment is well used. The content of lessons is well matched to pupils' abilities. Teachers are confident and make appropriate use of pupil performance to motivate others. Teachers generally provide precise and accurate feedback on pupils' performance and guide their progress satisfactorily. Where teaching is good it is having a positive impact on pupils' development of skills and confidence.

149. As a result pupils' response to their work in physical education is generally good. They listen well to instructions and instrumental commands, responding appropriately and quickly. They know the value of warming up before exercise and can talk about the effect of exercise on their health. Pupils are able to make choices of apparatus and solve problems. They dress appropriately and use equipment responsively, showing concern for safety.
150. A strength of the school is seen in its physical education 'space' and equipment. Excellence is appropriately celebrated in physical education in displays/sporting competitions and an annual sports day event involving all pupils.

RELIGIOUS EDUCATION

151. Only two lessons in religious education were seen during the inspection. However, evidence was also gathered from looking at pupils' work over one year, teachers' planning, policies and schemes of work. The evidence from pupils' work and lessons observed show that attainment in both key stages is below what would be expected nationally. Pupils' ability to express themselves clearly in writing is generally below average. Although it is evidence that the necessary content of religious education as laid out by the revised Agreed Syllabus is being covered, including the study of Christianity and other religions (in this school Hinduism and Judaism), the emphasis in the pupils' writing is on factual knowledge rather than reflective and investigative skills, and attitudes, which are an essential part of the Agreed Syllabus. However, in the lessons observed, both contained good opportunities for pupils to reflect on their own situation and that of others: in a year 2 class, pupils considered similarities and differences between their own situation and that of children in an Indian village, the teacher being very skilful at avoiding stereotypes and handling potentially racist remarks from the children; in a Y6 class, pupils considered the personal characteristics they needed for the 'Journey of Life' - this again led to good reflective discussion. The overall quality of teaching and learning in these lessons was good as were attitudes and behaviour. Based on the scrutiny of work, however, teaching could only be judged as satisfactory.
152. The school organises visits to the local church for some classes and the vicar comes in from time to time to take assembly. However, there are as yet no visitors from other religions. Artifacts to support the teaching of religious education are unsatisfactory, especially in key stage 2 but the matter is in hand. Resources are scarce but supplemented by the local Library Loan Service. The co-ordination of the subject is improving, though at present no monitoring and evaluation has taken place.
153. Provision for this subject has not improved since the last inspection.