

# INSPECTION REPORT

## **MARTONGATE PRIMARY SCHOOL**

Bridlington

LEA area: Bridlington

Unique reference number:117886

Headteacher: Mr P Lockwood

Reporting inspector: Mrs Christine Huard  
27290

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> November 2000

Inspection number: 224917

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Martongate Bridlington East Yorkshire
Postcode:	YO16 6YD
Telephone number:	(01262) 673975
Fax number:	(01262) 401352
Appropriate authority:	The governing body
Name of chair of governors:	Mrs V Nicholls
Date of previous inspection:	December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Christine Huard (Ofsted no. 27290)	Registered inspector	Science	What sort of school is it?
		Art and design	How high are standards? a) The school's results and achievements
		Equal opportunities	How well are pupils taught?
Mr Keith Schofield (Ofsted no. 9333)	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr Vincent Leary (Ofsted no. 23319)	Team inspector	Design and technology	How good are the curricular and other opportunities offered to pupils?
		Music	
		Physical education	
Mr Norman Bertram (Ofsted no. 10316)	Team inspector	Geography	
		History	
		Religious education	
Mrs Lindsay Howard (Ofsted no. 7336)		English	
		The Foundation Stage	
		Special educational needs	
Mr Martin Wright (Ofsted no. 30033)		Mathematics	How well is the school led and managed?
		Information and communication technology	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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33 Kingsway  
London  
WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Martongate Primary School is a community school serving the Martongate area of Bridlington and provides education for children aged between 4 and 11. There are 440 pupils on roll - well above average for a school of this kind - and represents an increase of about 4 per cent since the last inspection. The number for admissions is 60 and the school is full. There is a small gender imbalance, with 211 boys and 229 girls, and this is reflected in all year groups except for Year 3, where there are more boys than girls. The percentage of pupils entitled to free school meals is about 12 per cent - broadly average. Nearly all the pupils are of a white ethnic background and few pupils - 1.3 per cent - come from a home where English is not the first language. However, no pupils are at an early stage of learning English. The percentage of pupils who have been identified as having special educational needs is below the national average at 12.7 per cent. Of these, 4 pupils have statements of special educational need which, at 0.95 per cent, is about average. The majority of pupils with special needs have moderate learning difficulties, although a small minority have speech and communications or physical disabilities. The language and communications skills of children who enter the school are generally good, although overall attainment on entry is broadly average.

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

Martongate School is a good school. Pupils work hard and have very good attitudes towards their work. The standards they achieve in national tests just before they leave the school are well above the national average in English and above the national averages in mathematics and science. When compared to similar schools, results are well above average in English and mathematics and above average in science. The overall quality of teaching is good, although it is better for pupils over the age of seven. The school meets the needs of all pupils well and has effective strategies to promote educational inclusion and equal opportunities. The school is very well led by the headteacher and senior management team and the governors are appropriately involved. The school gives good value for money.

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

- Standards of work achieved in English, mathematics and science are above average.
- Pupils' attitudes to school, their personal development and their relationships are all very good.
- Teaching is good overall, ensuring that pupils learn effectively. It is particularly good for pupils in Years 5 and 6.
- The school provides a good curriculum supported by high quality assessment to ensure pupils' on-going progress.
- The leadership and management of the headteacher and key staff are strong.
- All staff are committed to the on-going improvement of the school.
- The school has established very good relationships with parents.

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

- The teaching and organisation in Key Stage 1.
- The teaching in geography.
- The consistency in setting homework throughout the school.
- The governors' role in monitoring the developments and achievements of the school.
- The temporary accommodation is totally inadequate and there are several health and safety issues arising from the lack of facilities.

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

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

At the time of the last inspection in December 1997, the school was judged to have serious weaknesses in a number of key areas including leadership and management, curriculum development, assessment, and teaching, particularly of geography, and design and technology. There were concerns

about the curriculum arrangements as well as attainment and progress in these two subjects. The school has made significant improvements since that time. It has successfully addressed all the key issues, although there is still room for further improvement in the teaching of geography, where teachers are less confident than in other subjects. Pupils of above average ability are given appropriately challenging work. This is evident from the increase in the percentage of pupils attaining higher levels in the national tests. There is now a good structure in place for long and medium term planning taking account of the requirements for Curriculum 2000. The school has increased the provision for pupils' cultural development through an appropriate policy, taking part in a variety of arts initiatives and acting positively to introduce multi-cultural elements into the curriculum. There are now very good assessment procedures in place which highlight pupils' progress and developments on an on-going basis in all subjects. Pupils receive good advice and are set individual targets which are discussed regularly with parents. There is a good programme for staff development and training. The skills of the management team have improved through training and the more effective delegation of responsibility, although Key Stage 1 requires further development in order to function as a cohesive unit. Subject managers are effective and efficient. The school is very well placed to make further improvements.

## 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
	1998	1999	2000	2000
English	B	B	A	A
Mathematics	A	B	B	A
Science	C	C	B	B

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

The results show an improvement in the results of national tests last year. In 2000, the school's performance in English was well above both the national average and the average for schools with similar intakes. In mathematics and science, pupils attained above average standards nationally and above average results in science when compared with similar schools. Results in mathematics were well above average when compared with similar schools. Results have risen in excess of the national trend and the school exceeded the targets it set for its pupils in the national tests in 2000.

Inspection findings are that the youngest children make good progress in the reception classes, and achieve standards that are well in line with those expected in mathematical, creative, physical, personal and social development, as well as in knowledge and understanding of the world. In language, literacy and communication skills, standards are good. Pupils' achievements are good in relation to their attainment on entry to the school. Tests last summer showed that attainment of pupils aged 7 was well above average in writing and close to the national average in reading and mathematics. However, inspection findings were that attainment is above average in reading, writing and mathematics. Pupils make at least satisfactory progress overall and they make good progress in reading, writing and mathematics. Results at the end of Key Stage 1 fluctuate more than those at the end of Key Stage 2, but over the last four years are slightly in excess of the national trend. Pupils in Year 6 achieve well above average standards in English and above average standards in mathematics and science. The high standards in English for the older pupils are underpinned by very good application of the literacy strategy which has been adapted very well to meet the needs of the school.

Standards in physical education and information and communications technology at the age of 11 are

well above those expected. In art and design, pupils achieve standards above those expected. Since the last inspection, standards have improved significantly in geography and design and technology and pupils now achieve standards in line with those expected, as they do in history and music. Standards in religious education meet those required by the locally agreed syllabus. The staff are aware of the particular needs of the pupils in each class and provide tasks which interest and stimulate them. Pupils make good progress and standards are appropriately high, but tasks are not always sufficiently focused to individual pupils' needs, particularly in Key Stage 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes towards their work and the school are very good. They are very well motivated and keen to learn. They are attentive, responsive and enjoy school.
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils are polite to their teachers and each other. They concentrate well and work sensibly and independently. They are trustworthy and move around the school, showing care for others.
Personal development and relationships	Pupils have very good learning skills and work independently in class. They take responsibility for a number of tasks around the classroom and school. Relationships between pupils and adults are very good.
Attendance	Attendance is good. Pupils are eager to attend school. They arrive on time and sessions start promptly.

Pupils' attitudes help them learn effectively because they concentrate well and work independently. They listen carefully to the teacher and each other. They show enthusiasm for the tasks set.

## TEACHING AND LEARNING

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

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

The teaching seen was good overall and evidence from pupils' previous work indicates that standards in teaching are consistently good although better for the older pupils. All lessons seen were at least satisfactory. Seventy three per cent were good or better with 16 per cent being very good and one per cent excellent. For pupils over the age of seven, teaching in most aspects of the key skills of literacy and numeracy is good and the school has implemented the strategies well. The teaching for pupils over the age of seven is consistently good and nearly all of the very good teaching was seen in classes with older pupils. Teaching in geography is not as strong as in other subjects. In Key Stage 1 the quality of teaching is not consistently good and there is too much variance from lesson to lesson. The teaching in literacy is good and in numeracy it is sound. The tasks are not always sufficiently well matched to pupils' needs and the amount and quality of recorded work is too thin in some subject areas. Teaching for pupils in the Foundation Stage is consistently good, particularly in language, literacy and communications. Most teachers provide activities which enable individuals to achieve well in their academic work and, most notably, in their personal development.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum and has successfully incorporated Curriculum 2000 into its schemes of work. There is a very good programme of personal and social education. Literacy, numeracy and curriculum planning are all well implemented.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Individual education plans are of a good quality, specific to each pupil, and set relevant and achievable targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision overall. There is very good provision for pupils' social development and good provision for pupils' moral and cultural development. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Good overall. Good child protection procedures are in place. Regular health and safety checks are made. Good behaviour and discipline policies are in place and consistently applied by all adults. There are appropriate procedures for monitoring and promoting good attendance.

The school provides a wide range of extra curricular activities. The school works very hard to involve parents through a range of projects. They are made to feel part of the school community. Their help and participation in school is encouraged.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership. He has insight and vision for the future of the school. The deputy head and senior management team provide highly effective support. Subjects are effectively managed and this contributes to the smooth running of the school. All staff share the commitment to further improvement.
How well the governors fulfil their responsibilities	The governors are committed and support the headteacher and school effectively. They are enthusiastic and aware of their responsibilities, which they carry out efficiently. They are beginning to play a more active part in the school's development and improvement, although their role in monitoring these requires further attention.
The school's evaluation of its performance	The school has carefully evaluated its functions in order to identify and prioritise areas of strength and weakness and monitors its work effectively. Pupils' performance is carefully tracked and monitored on an individual and year group basis. Literacy, numeracy and the teaching of English, mathematics and science have been monitored well through classroom observations.
The strategic use of resources	Good use is made of all resources – staff, financial and material. All financial resources are carefully used and monitoring of the budget is good. The school always aims for the best value possible. The building is made attractive by the displays of pupils' work and is well used.

The installation of a suite of computers for information and communication technology is of great value to the school and is used well. The temporary accommodation is inadequate and there are several health and safety issues connected with it.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children are happy in school and behaviour is good.</li><li>• Teaching is good and teachers have high expectations.</li><li>• The children make good progress.</li><li>• The school is well led and managed.</li><li>• The school helps make their children mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• A minority of parents have concerns about the amount of homework allocated.</li><li>• A minority of parents believe that there should be more information about progress.</li><li>• A little concern was expressed over the wearing of school uniform.</li></ul>

The great majority of parents are pleased with almost all aspects of the school. Inspectors' judgements support the positive views expressed by parents.

The inspectors share parents' concerns about the consistency in applying the school's homework policy. Inspectors feel that the school provides parents with sufficient, good quality information about their children's progress. School uniform is worn almost universally by pupils, it is practical and appropriate, given the problems experienced with the accommodation.

## **PART B: COMMENTARY**

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

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

1. Children enter the school during the autumn term of the year in which they are five. Their attainment is average overall based on assessments made at this time. Within this there is a wide range of overall ability. Many pupils' communication skills are at a good level. All pupils in the reception classes are working at the appropriate level within the stepping stones of the Foundation Stage.
2. At the age of seven, the percentage of pupils achieving the national average, Level 2, in the national tests for 2000 in writing and mathematics was close to the national average and slightly below average in reading. However, the percentage of pupils achieving the higher Level 3 in reading and writing was well above average and above average in mathematics. Pupils' achievements are about the same as those of pupils in similar schools. Over the last four years the results have fluctuated, but the trend is slightly above that seen nationally. Overall there is no significant difference in the performance of girls and boys.
3. At the age of eleven, results in the national tests in 2000 were well above the national average in English and above average in mathematics and science. When compared to similar schools, results were well above average in English and mathematics and above average in science. The results show an improvement over the previous year in English and science, with standards in mathematics being maintained. The overall trend of improvement over time is in excess of that shown nationally. There was no significant difference in the performance of boys and girls.
4. In the last inspection, standards were judged to require some improvement. The findings of this inspection are that standards have improved significantly in English, science, design and technology, geography, and information and communication technology. Standards have been maintained in mathematics and there are no subjects where the standards are unsatisfactory. The school has successfully addressed the issue concerning the provision for higher attaining pupils, particularly in Key Stage 2, and the improvement is reflected in the increased percentage of pupils achieving the higher levels in the national tests. The introduction of setting for literacy and numeracy has done much to help this improvement.
5. The school set challenging targets for standards to be reached in both English and mathematics in the last year's Standard Assessment Tests. Both were slightly exceeded. In the current year, targets set are again challenging, but realistic, and the school is well placed to achieve these.
6. The inspection evidence shows that pupils make good progress as they move through the school and standards improve in relation to pupils' attainment on entry. From an examination of pupils' work, overall standards achieved in Year 6 English are well above average and in mathematics and science are generally above average and standards of learning are good. In all of the lessons observed, progress made was at least satisfactory. Pupils show a good general knowledge and understanding of work being covered, for example when solving problems in mathematics or scanning text for specific information in literacy. Orally they show good recall, and good writing and literacy skills enable much written recording to be of a high standard.
7. In English, pupils make good progress, particularly in reading and writing. By the age of seven, they achieve above average standards. In the lessons observed during the inspection, pupils made at least satisfactory progress, particularly when teaching was stimulating and effective. Pupils develop good speaking and listening skills. They are confident and have a wide vocabulary and good language skills. They learn very well through discussion activities in English and other subjects, such as science and art. Pupils in Key Stage 1 enjoy reading and show confidence when reading aloud. They have a good range of reading opportunities and most have sound strategies for tackling new or unknown vocabulary. Very good records are kept of progress made

and daily reading activities promote effective learning. Pupils develop sound writing skills. Punctuation and spelling are largely correct and they are gaining confidence in writing for a range of purposes.

8. In Key Stage 2, pupils make good progress and, by the age of 11, achieve standards that are well above average. Speaking and listening skills further improve and are advanced by participating in school activities such as class assemblies. Pupils' literacy skills are increasing and many older readers can successfully skim and scan texts for information. Pupils' confidence in reading independently aids their progress in English and other subjects, such as mathematics. Pupils write neatly in a joined script; most words are generally spelled correctly. Many older pupils are working above the expected level. Pupils with special needs receive highly effective support, both from support assistants and from help given during withdrawal sessions. Higher attaining pupils are developing more advanced writing skills and use more advanced writing strategies such as subordinate clauses when writing their stories and accounts.
9. In mathematics, the standard of work of the pupils currently in Year 6 is well above what is expected for pupils of their age and tests at the end of last summer showed standards then to be above average. Pupils in Year 2 attain above average standards. In the lessons seen during the inspection, pupils in both key stages made very good progress overall. Pupils with special educational needs made good progress because appropriate yet challenging tasks were prepared for them. Higher attaining pupils were set tasks which challenged them appropriately. The evidence of their previously completed work shows that pupils have made good progress over time. The numeracy strategy has been consistently implemented and has been of positive benefit. The school's policy of setting ensures that pupils receive well focused help and work which is very closely matched to their prior attainment. Mental mathematics activities at the start of each lesson regularly enables, pupils to learn basic skills such as tables and increase their ability to solve problems.
10. In science, results of teacher assessments in 2000, at the age of seven, were broadly in line when compared to all schools nationally and when compared to similar schools. Pupils make sound progress through Key Stage 1 and most are achieving standards in line with national expectations. However, evidence suggests that few pupils are on course to achieve the higher level 3 at this stage as there is too little recording taking place in Year 2. Overall, pupils' progress through Key Stage 2 is good and pupils achieve standards that are above average by the time they reach the end of the key stage. This is because consistently good teaching enables pupils to experiment and investigate scientifically across all the National Curriculum Programmes of Study and record their work in a variety of ways.
11. In the other areas of the curriculum, pupils achieve very good standards in information and communications technology and good standards in art and design at the end of both key stages. In physical education, pupils achieve the standards expected by the age of seven, but attain well above average standards by the age of 11. They achieve satisfactory standards in design and technology, geography, history, music and religious education at the end of both key stages.
12. Pupils with special educational needs make good progress in relation to their prior attainment because the school makes appropriate use of assessments when pupils first enter the reception classes to identify children who require additional support. Pupils with statements of special educational need make good progress because of good quality support from the classroom assistants who are well briefed by their class teachers and the special needs co-ordinator. The provision of withdrawal support for pupils with special needs is beneficial and tasks for pupils in these small groups are very well matched to their needs.
13. Higher attaining pupils receive appropriate support and make good progress, mostly through the setting arrangements the school has in place. The teachers provide stimulating and challenging activities for as many pupils as possible.
14. Overall, pupils are achieving higher standards than might be expected because a stimulating and interesting learning atmosphere is created for them. Teachers know their pupils well and try to

match work to their individual needs. Pupils' progress is assessed and mapped very effectively so that the next steps of learning are appropriate. Good support is provided in the classroom from support staff and voluntary helpers alike.

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

15. Pupils' attitudes, values and personal development are very good and are strengths of the school. This contributes to the quality of teaching and learning. Since the last inspection the school has encouraged pupils' self-discipline, promoted greater personal initiative and enhanced relationships.
16. From the beginning of their school careers, children in the reception class develop a positive attitude to learning and effective relationships are in evidence amongst the whole school community. Pupils listen to adults as well as each other. Pupils display enthusiasm and enjoy their lessons. In class, almost all pupils participate well in question and answer sessions and are eager to respond to teachers' enquiries.
17. Pupils' behaviour is good. During the inspection, the atrocious weather prevented outside activity and the good behaviour displayed proved to be a credit to both the pupils and the adults who supervised them. A small number of pupils occasionally became restless, when whole class teaching time became prolonged, particularly in some Key Stage 1 classes. Nevertheless, the majority of pupils are well behaved in class, enhancing the quality of work. Pupils are very polite and helpful to adults. They are trustworthy and have an appropriate respect for property, taking care to clear up after themselves tidily at the end of lessons. Pupils move around the school in an orderly way and play together well at playtimes, whether inside or out of doors.
18. The code of conduct for rewards and sanctions is well understood. There has been one, recent fixed term exclusion but this is the first occurrence for many years. Pupils know what to do if inappropriate behaviour arises. No bullying was observed during the inspection.
19. Attendance is above the national average. No cases of persistent absence or late arrival are on record. The school day and lessons start promptly.
20. The personal development of pupils is good. The pupils' council and premises committee make a significant contribution to the life and wellbeing of the school community. Older pupils are encouraged to provide exemplary role models. Such an example was seen during an impressive Year 6 assembly when, with little rehearsal, they presented a dramatic and ingenious musical performance about local industry. For all pupils, effective social development helps to make them increasingly aware of the importance of the needs of others. For example, in one class of older pupils, during a vociferous debate, everyone fell silent to listen to the contribution from a classmate with a speech impairment.
21. Opportunities for pupils to develop independent learning skills through research are good. In addition to extending their academic knowledge, pupils have taken the initiative involving personal responsibility. In addition to the day to day assistance given to teachers, charitable fund-raising is encouraged. In one case, pupils used their own initiative to purchase apples from a local trader, so they could sell them profitably. Pupils also continued to use their ingenuity to dispose of any unsold fruit.
22. The very good relationships enhance the ethos of the school. Relationships are very good between teachers and pupils, as well as amongst the pupils themselves. Almost all the teachers are successful in transferring enjoyment of learning to pupils and, as a consequence, raised voices are rarely heard or needed.

### **HOW WELL ARE PUPILS TAUGHT?**

23. The quality of teaching is good overall. Teaching was at least satisfactory in all the lessons observed. In 72 per cent it was good or better and in 16 per cent it was very good. One excellent lesson was seen. This represents an improvement since the last inspection when 93 percent of teaching was satisfactory or better. It would appear from the statistics that a disproportionate number of lessons were observed in Key Stage 2. However, in Year 1 teachers frequently follow the practice - which is quite sound - of one teacher taking the lead for the entire year group, thus fewer 'lead' teachers are involved.
24. The teaching of the children in the reception class is good overall and leads to them making good progress towards achieving the Early Learning Goals for children in The Foundation Stage. Teaching at Key Stage 1 is sound overall, with many good features. However, the weaknesses in Key Stage 1 identified in the previous inspection, notably those of mixed expectations and lack of teamwork, have not yet been totally resolved and the key stage does yet work completely effectively as a cohesive unit. The quality of teaching at Key Stage 2 has improved significantly since the last inspection and is now stronger than that at Key Stage 1. Here there is a higher proportion of good and very good teaching, particularly in the upper key stage classes.
25. Literacy and numeracy skills are taught well throughout the school. The school sets pupils for these activities in Key Stage 2 and work is well matched to the differing needs of pupils within each set. Teachers clearly define learning objectives which are shared with the pupils. The teaching of reading is good and leads to pupils making good progress in their learning by providing a widening range of literature and by the teaching of specific skills through specific guided reading sessions. These enable pupils to learn how to tackle unfamiliar vocabulary confidently and places more emphasis on ensuring pupils' comprehension of the text. Teaching of writing skills is thorough and pupils practise their skills in the many opportunities they have to write independently. The extended writing they produce is of good quality, generally well spelled and punctuated. Regular mental mathematics at the start of each numeracy session has helped improve the pupils' recall of number facts. Pupils show an enthusiasm for the subject which is fostered by the provision of challenging tasks which stimulate and interest them; pupils have sufficient opportunities to apply what they have learned by investigating and solving problems independently. This leads to pupils making good progress in the understanding of mathematical processes.
26. Teaching in English is good and that of mathematics and science is sound at Key Stage 1 and good overall at Key Stage 2. Pupils learn more effectively at Key Stage 2 because of the consistency of good, and sometimes very good, teaching. Teaching of art is good across the school and results in some vibrant and stimulating displays of children's work. The quality of teaching in design and technology and geography has improved considerably since the last inspection and teaching in design and technology is good. Teachers are not yet totally confident when teaching geography and subject knowledge is not yet totally secure. However, all lessons observed were at least satisfactory. Information and communication technology is taught well throughout the school. In physical education, teaching is sound at Key Stage 1 and very good at Key Stage 2, The teaching of music is good. The teaching of history and religious education are satisfactory overall.
27. At the time of the last inspection, gaps in the knowledge and expertise of some teachers were identified in geography and design and technology. The evidence of this inspection suggests that this issue has been largely addressed, although some support is still required in the teaching of geography. Most teachers are generally confident and competent at teaching the full range of the curriculum. Subject co-ordinators support colleagues very effectively and are always willing to provide additional help when it is required. This has enabled pupils' learning to improve and standards to rise.
28. There are a number of contributory factors to the good quality teaching and learning:
  - Lesson planning is clear, with learning objectives set out very clearly and shared with all pupils at the start of each lesson. These are revised at the end of the lesson when pupils and teachers review and assess what they have learned.

- The teachers know their pupils extremely well and have very good knowledge of their attainment levels because of the highly effective assessment systems in the school for all the curriculum subjects. This means that, for most of the time, tasks are planned which are really challenging and individualised to meet the needs of each child within the overall context of the lesson.
  - Teachers have high expectations of what the pupils can achieve. When pupils are working there is a business-like atmosphere where they are attuned to producing the best work they can.
  - Teachers' questioning is of high quality and sharply focused so that they can effectively assess whether pupils have understood new learning or not. For example in science, Year 4 pupils could not only say what the bones in the skeleton were, they could also describe its functions and how the joints worked. The information from informal assessment of this kind is carefully recorded and used to plan future work that will enable pupils to move on to the next step of learning.
  - Teachers' expectations of behaviour are high. The pupils want to learn and behave accordingly. Very few pupils have behavioural problems but these are well controlled by the consistent application of the school's discipline policy and the mutual respect that is evident for the great majority of the time between teachers and pupils.
  - Teachers move around the room and ensure that they work with as many pupils as possible. This high quality individual attention ensures that all pupils receive the maximum benefit from the lesson.
29. Although no unsatisfactory lessons were observed, some particular weaknesses were identified:
- The initial whole class introductions to some lessons were too long, sometimes as long as 30 minutes following a 15 minute sitting assembly. When this occurred in Key Stage 1, pupils became restless, fidgety and lost concentration.
  - Occasionally teachers tried to talk over the pupils and did not ensure they were quiet and settled before beginning to speak. This meant that the flow of the lessons was interrupted by appeals for a few children to stop talking and the pace slowed.
  - Expectations of the teachers as to what the pupils can produce during group work are not always high enough. In a Year 1 literacy lesson, the pupils talked a lot but wrote little about invented words, although it was well within their capabilities to do so.
  - Tasks do not always match the ability levels of the pupils accurately enough. For example, following a good introduction, the task for Year 2 pupils in numeracy was too difficult for the lower attainers.
  - The setting of homework is erratic and inconsistent. Despite there being an agreed policy, staff are not consistently applying it. Parents are not happy with this situation.
30. Classroom support assistants and nursery nurses work in close association with the class teachers and are fully informed and involved in the process of support during group task work. This helps to maintain a consistent and effective approach which makes an important contribution to the provision for all pupils, particularly those with special needs. However, during the input by teachers, support staff are not always used to the full in Key Stage 1 and their role has not been thoroughly thought through.
31. Class teachers plan general class work with the classroom support assistants for pupils with special educational needs. The quality of support that they give is good. Special needs pupils receive teaching that is equally as good as that received by other pupils. Sometimes the best use is not always made of support assistants' time during class teaching times and lessons such as physical education, art and music. The special educational needs support teachers withdraw pupils for individual work programmes. The teaching the pupils receive in these sessions is good and they make good progress towards the targets in their individual education plans. Overall pupils with special educational needs make good progress over time because they receive targeted support to which they are entitled.

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

## PUPILS?

32. The curricular opportunities offered to the pupils are good and prepare pupils well for the next stage of their education. There is now a coherent whole school plan for the curriculum, representing a significant improvement since the last inspection. The curriculum provision for children at the Foundation Stage is good, fully covering the recommended areas of learning. Children are provided with a very effective and well planned range of learning opportunities that allow them to develop their skills well in both reception classes.
33. For pupils at Key Stages 1 and 2, the school provides a good range of learning opportunities. The curriculum includes all the expected subjects of the National Curriculum and religious education. Planning of the curriculum has improved significantly since the last inspection. The school has adopted nationally recommended guidelines for all National Curriculum subjects. These ensure that pupils' learning opportunities cover the required ground, build effectively on what they already know and that pupils in the same year group have similar opportunities irrespective of which class they are in.
34. The National Literacy and Numeracy Strategies are being implemented very successfully. Teachers' planning is consistently and securely based on these strategies. Medium and short term planning is generally good in all subjects. This provides a consistency of approach that was lacking at the time of the last inspection, and is proving effective not only in raising standards achieved by pupils, but also in raising teachers' expectations of what pupils can do. In literacy, this is evident in pupils' growing competence in handling a broad range of written texts, and in numeracy, in pupils' sharp mental arithmetic skills. In religious education, work is based on the local agreed syllabus and provides the required support and guidance which helps to promote pupils' learning in this subject. The daily acts of worship provide sound support for pupils' spiritual and cultural development.
35. Provision for personal, social and health education is good. There is a detailed policy and a good programme of personal and social education is continuous through both key stages; there are good elements of health and sex education including, learning about the dangers of substance misuse. Assemblies and circle time make a significant contribution to sustaining good behaviour and pupils' personal development. The school is strongly committed to providing equality of opportunity for all its pupils.
36. Provision for pupils with special educational needs is very good. One of the class teachers acts as the special needs co-ordinator and is released for half a day per week to manage this area. All pupils with special needs have planned access to the whole curriculum and many are withdrawn for specific individual or small group help. However, pupils are withdrawn from class lessons at the same time each week. This means that some pupils always miss lessons such as physical education that only happen once or twice a week.
37. Provision for extra-curricular activities is very good. There is a comprehensive range of after-school activities for Key Stage 2. These include drama, computer club, art, orchestra and chess. There are many sporting activities: in winter, hockey, netball, rugby, football, gymnastics and dance and, in the summer, athletics, cricket and tennis. These activities are generally well attended. In addition, the school participates in many local inter-school sporting events.
38. The school provides a good range of visits and visitors to extend and enrich the curriculum. Useful visits are made to areas beyond their locality, for example Hull Transport museum, to enhance their learning about times gone by. Pupils make visits to nearby Burton Agnes and Boynton village for environmental studies and to carry out geography surveys. Upper juniors participate in residential visits to outdoor pursuits centres at Kingswood and Sutherland Lodge. These visits make a positive contribution to their learning and personal development. The school has useful and effective links with other groups and organisations such as Scarborough Football club and Bridlington's football, rugby, hockey and tennis clubs. Local businesses and charitable trusts such as Muntons Maltings and Lord Feoffeos Trust support the school. The school has very good



links with other educational institutions. Year 6 pupils make visits to the high schools in the locality and are currently involved in a joint literacy and numeracy programme with a nearby high school. There are also strong links with the local pre-school group. The school provides placements for students from local schools and colleges.

39. The overall provision for spiritual, moral, social and cultural education in the school is good. The provision for pupils' spiritual development is satisfactory, with the regular assemblies providing time for reflection on the themes presented. Assemblies include celebrations for achievement of house points and presentations through the medium of dance and music of subjects studied, such as an assembly on Muntons Maltings. Most include a time for reflection and the saying of the school prayer. The acts of collective worship conform to the national requirements.
40. The moral provision is good, being an integral part of the ethos of the school. It forms a central thread in all the school's work. Good behaviour and mutual respect are central to the school's work. The pupils know what is expected of them in a school with high standards of behaviour. Attitudes are reinforced by the use of house points; all pupils know right from wrong and the vast majority act accordingly.
41. Social provision is very good. There is a wide variety of experiences for the vast majority to develop an awareness of how to relate to people in different circumstances. These range from residential visits to teamwork in being in the school orchestra or participating in a sporting event. The residential experience is beneficial in not only introducing pupils to different sports such as archery, but also in living with large groups in unfamiliar surroundings away from the family. The preparation for a performance at the Millennium Dome necessitates visits to Beverley, and the discipline of practice over a long period is a key feature in pupils' personal development.
42. The provision for pupils' cultural provision has improved since the last inspection and is now good. The week-long visit of Arts in Education enriched the life of the school and pupils participated in many new experiences, such as dance theatre. The school orchestra is one of the ways that the school supports the Bridlington Arts Festival. There is a planned approach to increase the pupils' awareness of the multicultural nature of society in Britain, which is having some impact on them. This was an aspect that was a weakness in the last inspection and, although in early stages of development, it is an improvement.

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

43. The school provides a high level of care for its pupils and this is reflected in its ethos. The high standards of welfare and use of assessment information to guide curriculum planning raises the quality of education.
44. The procedures for child protection are good and have proved to be effective. A nominated member of staff maintains information about child protection practices, communicating any new information to other members of staff at meetings and through periodic written updates. Great care is taken to ensure that all staff are well informed. New staff are made aware of all welfare policies and procedures during their induction.
45. The school has a sound health and safety policy. Risk assessments for all areas in and around the school are conducted by a member of staff, who works closely with a governor who has responsibility for the premises. Routine testing of fire extinguishers, portable electrical equipment and safety certification testing are regularly executed. Some health and safety issues relating to the condition of four temporary classrooms, together with the associated outside toilets, were identified during the inspection. These issues were also raised at the last inspection and, although some temporary measures were taken, these have been insufficient. The school has been involved in lengthy negotiations to achieve the necessary improvements.
46. Day to day welfare procedures are good. Effective policies cover a wide range of welfare and care procedures. Notably, a large number of staff are qualified to administer first-aid. At lunchtime, the

dining hall is well organised for the large number of pupils who use it within a short time. The playground areas are well supervised by lunchtime supervisors, who take great care to patrol all areas, especially those around the temporary classrooms.

47. Procedures for monitoring and improving attendance are good. Pupils' attendance is effectively tracked by recording the whole school attendance figures on a daily basis and electronically entering the data for analysis each week. The few pupils who arrive late have their names entered in a 'late book'.
48. Procedures for monitoring and promoting good behaviour are good. The school continuously strives to promote its caring ethos and this has achieved the outcome of good behaviour. Pupils are well aware of procedures for rewards and sanctions, believing the arrangements to be fair and equitable. Procedures for monitoring and eliminating oppressive behaviour are good and there is an anti-bullying policy which pupils clearly understand.
49. Accurate early assessments of children's attainment are carried out in the reception classes. The results of these and later assessments are used well in both reception classes to help teachers plan appropriate work and challenge the children. This results in good progress being made.
50. The school has very good procedures for assessing pupils' attainment and recording progress. Use of assessment information to guide curriculum planning is good. This is a significant improvement since the last inspection where the procedures for and the use of assessment were key issues.
51. In both key stages, there is considerable monitoring of the pupils' performance. Assessment and recording systems are firmly established, derived from nationally approved documents in English, mathematics and science. From analysis of the data produced from these assessments, key learning objectives are developed that challenge the higher attainers and match the needs of the lower attainers. Assessment in the other subjects is a developing area. Procedures are in place and their use has just started but they are not fully embedded in practice. There is now deeper involvement of all staff in the assessment process. They assess their pupils' progress throughout the year by completing individual pupil profiles, which document individual attainments in English, mathematics and science and future targets. Effective action is now taken to ensure the accuracy of teachers' assessments. Teachers have meetings to agree levels of work in English, mathematics and science. An examination of samples of pupils' work is used to enable realistic targets to be set for individual pupils. The results of this collaborative approach are detailed and good quality portfolios in English, mathematics and science.
52. Overall, the school makes good use of this data. In recent times, the school's performance in both key stages has improved in English, mathematics and science. Targets are being set which are realistic and challenging.
53. Results of on-going assessment are also used effectively to set pupils in English and mathematics from Years 2 to Year 6. The teachers are able to plan and target their teaching more effectively and utilise the skills of the support staff more efficiently. This is assisting the teachers greatly in their task of improving standards and raising their expectations. There is a positive climate where teachers are now planning more challenging work.
54. Very good procedures are in place for assessing pupils with special educational needs and work is planned carefully to meet their needs. The special educational needs co-ordinator and the support staff are vigilant when recording the progress of pupils and assessments of their progress are good. Thorough records are kept and help specialist staff and class teachers to prepare appropriate work. Assessment is carefully and regularly carried out for pupils with special needs by the special needs support teachers. It is kept up to date, targets are met and pupils are moved on.
55. The use of day to day assessment is generally effective, with teachers making good use of question and feedback to develop pupils' learning. However, marking of pupils' work is variable.

Although guidance on marking is provided, it is not rigorously followed. There are well-established structures in place, which provide pupils with clear guidance on their educational performance. Each pupil has a Record of Achievement which identifies strengths and areas for development. These are discussed and agreed with pupils.

56. Teachers know their pupils well and, at an informal level, are able to monitor and support their personal development. In a more formal way, records of achievement, tests and samples of work are maintained. There is a mid year report for parents on progress in English, mathematics and science, as well as a very comprehensive report on all National Curriculum subjects and religious education and aspects of school life which is sent to parents each summer.
57. Since the last inspection, health and safety audits have been treated as a priority and procedures are good. The school has very successfully addressed the key issue relating to assessment and this and its use to guide curricular planning have become a strength of the school.

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

58. The school has maintained its strong links with parents since the last inspection and further raised their involvement in the life of the school. Parents are very pleased with almost all aspects of the school. This is a strength of the school that enhances the quality of education through the joining together of school and family endeavours. Parents know that their children are happy in school and that behaviour is good. They are confident that the teaching is of good quality and teachers have high expectations resulting in their children making good progress.
59. Parents are pleased with the leadership and management of the school, especially with the consultative processes and surveys that take place to ensure that parents' wishes are taken into account when decisions are made. They are confident that the school aids their children's personal development and helps them become mature and independent. A minority of parents have concerns over the amount and frequency of homework allocated and some believe there should be more information about progress. The inspectors found that there was some cause for concern about homework as the school's policy is not adhered to by all staff, although the school is making attempts to rectify this. Parents receive good quality information about their children's progress both through written reports and opportunities for discussion with teachers.
60. Parents, together with voluntary helpers, provide very good support in school. They assist competently with reading and craft activities. The school acts as a centre which embraces the whole community. For example, adult learning classes have been sponsored at the local college for further education for helpers in school. The outcome of these classes has been to find placements for the parents in the school where the trainees have provided additional classroom support.
61. The parents' association, Friends of Martongate, raises funds and supports many events that involve the school with the social life of the community. The school successfully achieved its ambitious target of raising one million pennies to support the launch of the new computer suite.
62. The school provides parents with very good information on progress. A programme of curriculum topics is sent to all parents in a welcome letter for each year group at the start of each school year. Annual reports to parents on the progress of their children are of high quality and a separate report is sent earlier in the year about progress in English, mathematics and science. There are opportunities for parents to meet teachers and discuss all aspects of progress at the two open evenings organised during the year.
63. Regular bulletins are sent to parents, keeping them aware of day-to-day events, and the headteacher sends out frequent newsletters. There is an attractive prospectus and the governors publish an informative annual report for parents. For parents of new pupils, pre-school home visits are arranged and booklets are provided giving guidance about the school.

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

64. The headteacher, his deputy and the key stage leaders, with the support of the governing body, play a key role in determining the educational direction of the school and in seeking to raise standards of teaching and attainment. The previous inspection report made the improvement of management skills at all levels a key issue. This inspection showed that the leadership and management of the headteacher and key staff are now very good.
65. The headteacher provides strong, clear leadership to everybody in the school community. He has worked hard to give firm and clear educational direction to the school and to effectively delegate responsibility. The management team works well through its minuted weekly meetings to reflect on issues affecting the school, ensure that the monitoring schedule is on course and carry out strategic planning. Effective management structures have been developed and implemented in recent years. The management team has allocated time to assess the school's current position and review the strategic development plan that covers a three-year period. Management structures and procedures are understood and supported by all the staff and have significantly helped to improve planning, assessment and monitoring and to raise standards. There is a clear commitment throughout the school to make continuous improvement on all fronts. The headteacher is very well supported by the deputy headteacher. They work collaboratively to plan ahead, support staff and carry forward the main stated aim of the school, "to provide an entitlement to quality teaching and learning which offers equality of opportunity and encourages all children and adults to develop their abilities to the full within a stimulating, well managed and caring environment."
66. The upper and lower Key Stage 2 sections of the school are working strongly as a team to carry forward all the agreed issues for development. The Key Stage 1 staff plan together but do not work fully together as a cohesive unit. They have not yet clearly defined or committed themselves to agreed objectives in order to work fully as a team.
67. Pupils with special educational needs are well provided for and managed. There are regular reviews of each child and the Staff Handbook clearly identifies how pupils should be identified. All records relating to these pupils are very well managed. Leadership and management by the special needs co-ordinator are very good. The documentation of the overall provision for pupils with special needs is exemplary. The special needs co-ordinator and the learning support teachers work well together. The co-ordinator manages the documentation while one of the support teachers teaches individual pupils using learning resources that are designed specifically for their needs. The second special needs teacher uses her time to assess pupils and work on individual work programmes with them. The individual education plans contain appropriate, reachable targets and are used by teachers when planning lessons. They are shared with and signed by parents. The special educational needs register is up to date and data collected to track pupils over time. Some pupils move off the register and some rightly move further through the stages. The co-ordinator liaises regularly with the governor responsible who is very supportive of what the school is able to provide. He reports regularly to the full governing body.
68. The governing body has been active in helping to raise standards in the school. They are supportive and involved in the school. They understand their role, are kept well informed by the headteacher and fulfil their statutory responsibilities. There is a good balance of skills and experience on the governing body and governors have a good understanding of the strengths and weakness of the school. Some monitoring visits have taken place, notably in literacy, but the area of in-school monitoring is not sufficiently developed and visits do not always have an agreed focus or criteria for feeding back to governors.
69. There are good procedures in place in the school for monitoring and evaluation. All curriculum teams have a well-organised monitoring role. This has concentrated on the core subjects in the last eighteen months. A monitoring and evaluation policy has been drawn up and a detailed schedule outlines a very clear annual programme of monitoring of all critical areas, as well as a three-year cycle for full subject coverage. Everybody in the school demonstrates a commitment to the value of monitoring and self-evaluation to help raise standards. The head makes an effective analysis of performance data such as annual standardised assessments. This enables

the school to identify pupils' strengths and weaknesses, to target support and to set targets. Target setting occurs at all levels in the school and older pupils are particularly aware of their objectives in subjects like mathematics and the need to regularly review their personal targets in order to improve their performance. Prepared school self-evaluation material is used annually by staff to produce a position picture of their area of responsibility leading to an action plan.

70. The school has prudent budgeting based on realistic development planning. The governors maintain a strategic overview that adds to the headteacher's very clear understanding of the priorities and the appropriate allocation of funding. Principles of best value are consistently applied. The school challenges all its suppliers to quote the best possible price for goods and services and there is an annual review of service level agreements. The design of the proposed new building has been challenged at every stage by the headteacher to ensure that the school's exact requirements are reflected in the planning. The new computer suite was jointly funded by the fund-raising efforts of the Friends of the school, the government grant and by money allocated and carried forward from the previous year. The supplier of the Information and Communication Technology (ICT) suite equipment was chosen, after careful consideration, for the confidence and ongoing support that less expensive competitors were unable to offer. This major expenditure was planned by the school and consulted on by parents and the local education authority. The school works hard to ensure the best provision for the pupils from the allocated budget.
71. The match of teachers and support staff to meet the needs of the curriculum is good. Care is taken to ensure that large classes in the upper Key Stage 2 phase are provided with sufficient curriculum support assistants. This has enabled teachers to use space to the greatest effect whilst retaining the principle of setting that has worked well to help raise standards in recent years. Support staff are generally used well. However, in Key Stage 1 they are not always gainfully occupied when teachers are providing an introduction to lessons. There is sufficient administrative support to meet the school's needs. A good range of in-service training is undertaken by staff. This area of staff development is led by the deputy headteacher, who also administers the standards fund budget. The school has a useful and informative staff handbook and induction arrangements for new staff are satisfactory. Qualified support on the staff is available for newly qualified teachers and the school has the potential to be an effective provider for initial teacher training.
72. A policy for performance management has been produced and made available for staff consultation. All arrangements for performance management are documented and in place, understood by staff and governors and included in the monitoring policy.
73. The accommodation is poor. In the main building, teaching space is limited, although it is generally well utilised. There is only one sink with a hot water supply. This is highly unsatisfactory, especially when pupils are engaged in food technology. Many teaching areas are difficult to work in because teaching areas are only divided by curtains or trellis work. Consequently, noise levels are often quite high and distracting during lessons. The school hall is too small for the number of pupils on roll. It is used well for a number of purposes and the school is quite ingenious in the way it creates a stage area for performances. Plans are advanced for the replacement rebuilding programme, although they are beset by delays.
74. The school has five temporary classrooms. Four of these are in very poor condition. They make fulfilling the requirements of Curriculum 2000 difficult because there is no water supply for subjects such as art and design, design and technology and science. The floors have uneven surfaces because of structural deterioration. Entry of rainwater has severely damaged floor coverings and decoration, as well as causing a high level of condensation. The electrical heating system often needs to be switched off to avoid becoming a potential safety hazard. The very poor fabric of the building fails to nurture a stimulating setting for effective teaching and learning. Despite the inadequacies of the buildings, the staff working in them manage exceptionally well.
75. Toilet facilities for the temporary buildings are wholly unsatisfactory and inadequate. There are only four outside lavatories for 128 pupils. Such provision is totally unable to cope with demand at break times and requires adult supervision at other times. The playground space is reduced by

the temporary buildings and, although there is a spacious playing field, it is very open and exposed.

76. There are attractive displays of pupils' work around the whole school and this enhances the general atmosphere and learning environment. The interior of the buildings is clean and is as well maintained as possible.
77. Learning resources are generally good and are sufficient for all curricular demands and most are of good quality. There are some omissions for teaching geography. There are very good resources for ICT. Resources are well stored and organised and all classes are well provided for with all essential equipment. Teachers do not need to share essential items and this helps to avoid planning and teaching disruptions. The new computer suite is an excellent resource that is fully used to teach ICT skills to every class in the school and to support learning where appropriate in other subjects. The appointment and training of a network manager has led to very good technical support as well as informed assistance for teachers and pupils when they use the ICT suite. There is a good stock of books in the library, although the area itself is not large enough for a school of this size. Books to support religious education are mostly Christian and there are limited printed resources to enhance multi-faith teaching. A simple index system is effective. Classrooms have good stock of fiction material to stimulate pupils' interest in reading. The school has put considerable effort into improving all resources since the last inspection.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

78. In order to build on the significant improvements made since the last inspection, the governors, headteacher and staff should:
- a) Improve the organisation and teaching in Key Stage 1 by:
- agreeing aims and objectives for the management of the key stage in order to promote cohesive team work;
  - monitoring the quality of teaching and taking steps to eliminate the inconsistencies through appropriate support and training.
- (paragraphs : 24, 26, 29, 30, 66, 71, 122)
- b) Improve the quality of geography teaching by:
- arranging training in order to improve teachers' confidence and subject knowledge.
- (paragraphs : 27,137-140)
- c) Ensure that homework is set consistently by all staff in accordance with the school's homework policy.
- (paragraphs : 29,113,120)
- d) Increase the governors' role in monitoring the school's developments by:
- arranging visits with an agreed focus;
  - feeding back written reports to governors' meetings in order to formally record findings and developments.
- (paragraph : 68)
- e) Take steps to remedy all health and safety issues as a matter of urgency in order to provide facilities of an acceptable standard, and improve the accommodation in order to provide for the adequate delivery of the National Curriculum as soon as possible.

(paragraphs : 47, 73, 74, 75)

Minor issues.

In addition to the above, the governors, headteacher and staff should consider:

- Bringing together all the early years statements from individual policy documents to form the basis of an overarching early years policy. (paragraph : 80)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

85

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

25

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	16	56	27	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**

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

440

Number of full-time pupils eligible for free school meals

53

*FTE means full-time equivalent.*

#### **Special educational needs**

YR – Y6

Number of pupils with statements of special educational needs

4

Number of pupils on the school's special educational needs register

56

#### **English as an additional language**

No of pupils

Number of pupils with English as an additional language	6
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<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	14

## **Attendance**

### **Authorised absence**

	%
School data	4.7
National comparative data	5.4

### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	33	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	28	31
	Girls	26	27	28
	Total	50	55	59
Percentage of pupils at NC level 2 or above	School	81 (89)	88 (95)	95 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	26
	Girls	25	27	27
	Total	50	55	53
Percentage of pupils at NC level 2 or above	School	81 (94)	89 (94)	85 (95)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	31	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	24	27
	Girls	26	25	26
	Total	53	49	53
Percentage of pupils at NC level 4 or above	School	88 (77)	82 (79)	88 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	25
	Girls	25	24	24
	Total	49	50	49
Percentage of pupils at NC level 4 or above	School	82 (66)	83 (80)	82 (70)
	National	76 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	1
White	434
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	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	25.9
Average class size	31.4

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

Total number of education support staff	10
Total aggregate hours worked per week	229

### ***Financial information***

Financial year	1999/2000
	£
Total income	729,332
Total expenditure	721,406
Expenditure per pupil	1,629
Balance brought forward from previous year	0
Balance carried forward to next year	7,926

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	440
Number of questionnaires returned	98

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	1	1	0
My child is making good progress in school.	48	42	5	2	3
Behaviour in the school is good.	44	52	3	0	1
My child gets the right amount of work to do at home.	37	34	18	2	9
The teaching is good.	59	34	5	0	2
I am kept well informed about how my child is getting on.	39	41	15	4	1
I would feel comfortable about approaching the school with questions or a problem.	69	22	8	1	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	43	45	8	2	2
The school is well led and managed.	53	39	3	3	2
The school is helping my child become mature and responsible.	54	40	3	0	3
The school provides an interesting range of activities outside lessons.	53	37	3	2	5

### Other issues raised by parents

Some concern expressed by a small minority over the suitability of the school uniform.

## **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**

79. All children have had some type of pre-school experience before they begin school in the September prior to their fifth birthday. There is good liaison between these pre-school settings and the school through visits and a support group for staff. Good liaison is extended through the home visits that the teachers make in the summer before the children start school. Children enter one of the two Reception classes on a part time basis during the first half term and attend full time as soon as teachers feel they are ready.
80. The four staff, who all have appropriate qualifications for this age group, work very well together. Planning is done by the whole team and ensures that all the areas of learning are covered. Teaching is good. There is a section on early years' education in every school curriculum policy. This is sound practice, but these statements have not yet been pulled together into an overarching early years policy which gives an overall view of the education of the whole child. The Foundation Stage is well led by the enthusiastic co-ordinator. Resources, apart from large outdoor play apparatus, are good.
81. Children's attainment on entry is in line with the East Riding of Yorkshire baseline, although inspection shows that many children have well developed skills in speaking, listening and some areas of mathematics. They enter school with the confidence to get on with tasks. Their level of attainment in literacy and numeracy means that they are well placed to make good progress as a result of the rich range of activities offered. They settle quickly into school and make good progress in all the areas of learning. Those who find aspects of learning more difficult are quickly identified and offered good programmes to support their learning and they too make good progress.
82. By the time they are ready to start Year 1, most children have attained all the early learning goals and a significant minority exceed them in personal, social and emotional development, communication, language and literacy, mathematical development and creative development. This is due to the good teaching they receive and the very good attitudes towards school that the children have.
83. There has been an improvement since the time of the previous inspection when children made satisfactory progress through sound provision. The provision, teaching and progress now made by the children, are good.

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

84. Personal and social development is given an appropriately high priority and the children are well placed to exceed the early learning goals by the end of the year. In the short time they have been in school, they have established very good relationships with their teachers and other adults who work alongside them. They share and co-operate well, are able to concentrate, select activities and remain occupied for sustained periods. For example, a group of children played with the miniature farm. They shared the animals between themselves, arranged the fences and fields and took turns in letting the horses jump over the fence.
85. Teachers have high expectations of the children's behaviour and provide good role models by treating all the adults and children with courtesy and respect. Teachers set aside specific times each day to enhance children's personal, social and emotional development. They sit quietly in a circle and play games such as 'Pass the squeeze.' When one boy wanted to get back in his space after he had had a turn at the front, he found two girls had managed to fill it. He said quietly to them, 'Could you move up please? I'm sitting there.' They did – just as quietly.

86. Children are developing independence in many respects, such as dressing themselves, organising their belongings and eating with older pupils at lunchtime. Routines are well established and the children's well-managed behaviour enables them to learn and make good progress.

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

87. Children are articulate and confident and nearly all will achieve the early learning Goals for communication, language and literacy by the end of the reception year. The children can engage in conversation and make themselves understood. They listen to adults and their classmates when they work in large and small groups. Many are confident enough to speak in front of the whole class. They use appropriate vocabulary. When they were describing 3-dimensional shapes, such as a cube, one child said, 'It looks like a jack-in-the-box'. Another child looked at a cylinder and said, 'You couldn't build with it, but you could use it for a rolling pin'.
88. Most children recognise written letters and know their sounds. They can all copy their names neatly and about half of them can write them from memory. Some children are beginning to write isolated words in context. One boy wrote 'menu' and 'bananas' on the paper he was making into a menu for the class café. Teachers provide role play situations, such as the café and the firework factory, which encourage children to speak and write. The children make good progress as a result of carefully planned teaching and interesting provision.
89. There is a structured approach to reading. Children take reading books home every night to share with parents. Children also have individual words to learn from flash cards. This support from home and the daily small group input at school mean children make very good progress. All children know how a book works, they turn the pages properly and most can tell a story by looking at the pictures. A high proportion of children have some sight vocabulary, know the sounds of some letters and use these as clues to work out what the word might be. More able children read the stories in the early reading scheme books. They know the difference between a letter and a word, the letter's name and its sound. All children say they enjoy reading.

### **Mathematical development**

90. Activities are provided which challenge children and help them to develop their mathematical skills. Most of the children are well placed to achieve the early learning goals for mathematical development by the end of the reception year. Children are familiar with number rhymes such as 'One, two, buckle my shoe' and enjoy mathematical stories. The teacher uses a Freddy Frog puppet that moves up and down the counting stick. Most children can count up to 10 and back to one. When Freddy jumps and misses a number, about half of them know which number he has missed. They start from any number and count up to 10. They know what number comes before and after a given number. When they start at eight, one boy says, 'This will be easy – there's only two more to the end.' More able children can count to 20. As these children had been successful in the previous lesson with recognising the missing numbers, the teacher got them to say the numbers alternately loudly and softly. She then asked them to only say the loud numbers or the soft numbers. They find this very challenging but after a few times they are able to say the odd and even numbers to six. The challenge made them try very hard and they made good progress, exceeding the early learning goals.
91. Most children know the names of familiar 2-dimensional shapes. They recognise them within common 3-dimensional shapes. They pull a shape out of a bag and match it to a common object with a similar shape, such as a cuboid to a packet of cornflakes. One child remembers the word 'face' from a previous lesson. The wide variety of activities and the children's enthusiasm and interest enable them to learn effectively.

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

92. In knowledge and understanding of the world, teachers make good use of resources to promote children's interest and learning. Through good teaching, children make good progress when investigating materials and making decisions about why the objects they were observing were made of specific materials. They studied a tray of objects trying to discover which were metal. They know immediately that some objects, such as a spoon and a toy car, are metal. One child said 'If it's metal it's strong'. The discussion ranged around the properties of metals. The teacher was very specific in her questioning, trying to make the children say why they thought the objects were metal or not. They decided metal had to be strong and cold.
93. To develop their scientific and enquiry skills the whole class went to look at the tree outside their classroom. They studied the shape, the bare branches, the leaves on the ground under the tree and joined hands around the trunk. They plan to study this tree every month and record their findings, at first in drawings, and later in text as well. This planned opportunity leads them to notice what is happening with other trees throughout the year. They discussed what the tree was like when they started school and recalled that they wore summer clothes. The teacher used their memories to remind them about seasons and develop their concepts of time passing.
94. Children are developing their computer skills and most can handle the mouse confidently. They use listening centres and other technology to listen to music and story tapes and show a competence in working these for themselves. Cookery sessions enable them to mix and stir and roll out pastry and to decorate their firework biscuits.

### **Physical development**

95. Children make good progress in their physical activities and they will achieve the required stage of physical development by the end of the reception year. There are many opportunities for the children to develop their co-ordination. They use scissors properly and, when they have cut out a shape, stick it carefully using a glue stick. They control their movements well when using pencils, crayons and paintbrushes.
96. When preparing for physical education, children undress and dress themselves quickly and are enthusiastic about the activities. They show an awareness of space and use it well. When they lay on the floor with their eyes closed, one child lay too close to another, touching her. Without a word she rolled over into a space ready for the teacher's instructions. They run, jump and skip energetically. They move to the sound of a musical instrument using different movements for different instruments. The teacher reinforces their awareness of their bodies when she asks them to run to a marker and put their knee or their hand on it. These planned sessions challenge the children to both control and explore what their bodies can do.
97. The torrential rain during the inspection prevented children from using the large, pleasant outdoor play area. There is no fixed large apparatus in this area because in the past it has been vandalised. The outdoor toy store is not big enough for the children to use independently and this restricts their choice of activity and their developing independence. Teachers' planning shows that there are times when outdoor activities are available to the children. These do not occur on a daily basis and the planning suggests that they are 'play times', rather than opportunities for developing specific skills. This is an area of weakness in otherwise good provision.

### **Creative development**

98. There are many activities planned to help children make good progress in this area and most will attain the required level by the end of the reception year. They carefully cut paper into strips and arrange them alternately red and yellow to make a bonfire. They choose their resources from a wide range on offer. Sequins were especially popular for fireworks. One girl showed how she had understood earlier work on materials when she casually remarked while sticking sequins to her paper, 'Sequins are made of metal.'
99. Children explore not only colour but texture. They experimented by mixing powder paint colours with wallpaper paste. They enjoyed the feel of this mixture and the classroom assistant helped to

develop their vocabulary by asking for words to describe how it felt. They used these words when talking about the activity to a visitor.

100. Classroom displays show a wide variety of good quality art work. These are mainly from directed activities. The work shows they have insufficient opportunities to create their own drawings and paintings. There are few examples of work that the children have chosen to do themselves. During the inspection, planning showed painting as a free choice on one day, but the easels were not put out so pupils were unable to take up the choice.

## ENGLISH

101. In the year 2000 national reading tests for seven year olds, pupils' results were broadly average in comparison both to all schools and to similar schools. In the writing tests, results were well above average. There has been a steady improvement over time in excess of the national trend in reading, although standards fell slightly below the average attained nationally. There has been some fluctuation in writing, but the overall improvement is still in excess of the national trend. The targets set for this year's tests were slightly exceeded. Inspection findings are that attainment in all areas is above average.
102. In the national tests for 11 year olds, pupils' results in English were well above average in comparison both to all schools and to similar schools. The percentage of pupils who reach levels higher than expected is also well above average. There has been an improvement over time in excess of the national trend. The targets set for this year's tests were slightly exceeded. These results are also confirmed by the inspection findings.
103. By the time they are seven, pupils' attainment in speaking and listening is good. Many pupils' attainment is very good. Pupils' speak clearly and with confidence in both large and small groups. They use well constructed sentences which make sense. They are beginning to express opinions and can justify their views when challenged by other pupils. For example, when studying non-fiction texts, one pupil explained, 'The story of the Titanic in the film is not true but it is based on fact'. All pupils listen quietly to adults and to their classmates. They show respect for their opinions and do not interrupt pupils who are slow to express themselves. Teachers are good role models, speaking carefully, correcting pupils' mistakes and teaching words that will extend pupils' vocabulary. This shows a slight improvement on attainment at the time of the previous inspection.
104. Pupils enjoy reading. Attainment is good by the time they are seven. Most pupils read at the expected level, with a sizeable minority reading at an above average level. All pupils use their knowledge of letter sounds to work out unknown words and more able pupils can use this effectively with more complex vocabulary. Less able pupils also use picture and context clues to help them read the text. Most pupils know what punctuation marks are for and some pay attention to commas and speech and exclamation marks when reading aloud. Nearly all pupils can retell a story and many identify the main characters and accurately predict the story line. Pupils read frequently at home, to themselves and to adults. More able pupils can use books to find information. They use contents pages and the index. They understand that the index is in alphabetical order and that contents' lists are in 'number order'. This shows an improvement since the previous inspection.
105. Attainment in writing is good by the time pupils are seven and shows an improvement since the last inspection. Pupils write in properly punctuated sentences. More able pupils use speech marks, question and exclamation marks, though not consistently. They retell well-known stories at length in sequential order. They write letters, instructions, labels and factual accounts. They complete exercises to develop their understanding of verbs and adjectives and more able pupils begin to use a fuller, wider vocabulary in their writing. They express opinions about the stories they read. After reading a version of Cinderella a pupil wrote, 'I think Dolly was greedy because she had all the fine clothes.' They incorporate words and phrases they have heard or read into their own writing. For example one pupil wrote, 'J and me are best friends and we will be best friends forever. J and me will never be apart.'

106. Pupils' handwriting is good when it is practised for its own sake. Many pupils can join letters properly and keep the size of letters consistent. When they write in lessons the standard of writing is not so good. However, there is a significant number of pupils whose writing is neat, legible and joined in all work. This satisfactory level of attainment at the age of seven is similar to that at the time of the last inspection.
107. Pupils' spelling is good and attainment is similar to that at the last inspection. They learn to spell common words, and those that conform to a rule, through regular practice. They are consistently taught letter sounds in literacy lessons and complete exercises to help them use these in their writing. They use word lists and dictionaries to help with words they do not know. Less able pupils try hard to spell words and it is usually possible to understand the 'word' they have written. Lack of spelling ability does not prevent pupils using more difficult words and they experiment confidently.
108. At the age of 11, speaking and listening skills are good. Pupils build on the good standards they reach earlier in the school. There are plenty of opportunities in lessons for pupils to speak in front of the class. They speak clearly and with confidence. They express themselves at length, referring to facts they have been taught and books they have read to support their opinions. They take part in assemblies in front of the whole school and parents. They speak with expression and meaning. In small groups they use more colloquial speech, directly addressing their audience and injecting humour. This was seen when Year 6 pupils were writing phrases to help them remember key facts. They tested their ideas out on each other and members of the group enlarged and adapted these ideas, improving the finished product to the sounds of friendly laughter. They listen very well to adults and to each other. They respect what others have to say. Attainment is the same as at the time of the previous inspection.
109. Pupils' attainment in reading is good by the time they are 11 and this echoes the findings of the previous inspection. They read fluently, observe the punctuation and use expression to help convey the meaning of the text. If they mis-read they quickly self-correct. Some have reached the stage in development when they read more accurately when they read to themselves than when they read aloud. This is because they read for the story content and reading aloud slows down their progress through the story. All pupils say they enjoy reading, naming favourite authors, and read for pleasure at home. However, there is a limited selection of books available for them to read at school and many fluent readers still have to read from the colour coded scheme. This is somewhat restrictive and does not allow the pupils to have access to a wide enough selection of genres, such as plays or comic strip writing. They use books effectively for research and scan for information and use sub-headings to help them do this.
110. Pupils reach good standards in all aspects of writing, as they did at the time of the previous inspection. Teachers provide pupils with a good range of writing experiences. They teach specific skills and rules so that pupils' work improves and develops. Pupils are given very specific advice about how to improve the style and content of their writing and so they make good progress. In the autumn term, one girl wrote, 'Fingers of mist reached out towards me as I glared out of the rusty window.' At the beginning of the following summer she wrote, 'Billy just nodded sadly and began to silently crawl up to his only place of peace and pleasure, his bedroom'. Pupils draft their work and re-work it after discussion, alone with the teacher, or in the class. Exercises help pupils to try out the skills teachers want them to incorporate into their work. After a lesson on adjectives, a more able pupil wrote, 'a display of colourful lights, glittering in the night sky'. Following a lesson on simile and metaphor, a less able pupil wrote: 'The wind was like a lion fuming in anger'.
111. Handwriting and spelling are good. By the time they are 11, pupils write in a clear, legible, joined hand. They use ink pens for all their work and can write quickly. A few pupils do not reach this standard. Their writing is spiky and uneven but it is still readable. The majority of pupils spell correctly the words they use frequently and those that follow regular rules they have been taught. Most of the mistakes seen during the inspection were the result of carelessness or because pupils did not check their finished scripts.



112. Overall, the teaching of English is good and represents an improvement since the last inspection. It is always at least good in Key Stage 2 and in a quarter of the lessons seen it is very good. In Key Stage 1 it is satisfactory in half of the lessons seen and good in the other half. Teachers understand what they are teaching. They teach with confidence, explaining new work carefully, modelling examples thoroughly and giving clear instructions about work to be completed. Pupils are keen to learn. They listen well to the teacher and follow instructions carefully. Pupils' good attitudes and the well prepared teaching combine to help the pupils make good progress. Pupils with special educational needs have work that is well matched to their attainment and addresses their specific targets. They make good progress in lessons. The work set for all pupils is challenging and well matched to the needs of all pupils, including the more able. Generally, teachers manage their class well, expect pupils to behave well and work hard and take the lesson at a good pace. This motivates pupils and increases the rate at which they progress. In the lessons where teaching was judged to be satisfactory, pupils were less well managed. Expectations of good behaviour and high standards of work were not made clear to the pupils. Consequently they did not listen as quietly, work as hard or produce work of as high a standard as pupils in classes where teaching was good. Therefore progress, although satisfactory, was slower than it ought to be. Overall, learning in Key Stage 1 is good and, for most areas of the subject in Key Stage 2, it is very good.
113. The subject is well monitored and supported. Teachers have had recent training for specific areas of the subject and for literacy lessons. All teachers have been observed teaching a literacy lesson and have received feedback about their teaching. The standards of literacy at the end of key stage are good and at Key Stage 2 very good. The school has compiled a collection of moderated writing at a broad range of levels. Pupils from Year 2 upwards are taught in ability sets and this is one of the reasons for the continued improved attainment. Information technology is used well to support the curriculum and pupils frequently word-process extended writing as well as using appropriate programmes to re-inforce language and grammar skills. The co-ordinator is newly appointed but she already has a clear idea of the strengths and weaknesses of the subject. She has identified appropriate areas for improvement, such as higher level reading skills. There are sufficient resources for the delivery of the curriculum. The school makes good use of the local education authority's loan service to provide books for topic work. The library is well organised and tidily kept, but is too small for a whole class to use at the same time. It is used as a through way by individual adults and pupils and by whole classes. It is unsatisfactory provision for a school this size and does not support the development of study skills, especially for Year 6 pupils. Homework is sometimes set to re-inforce previous learning but the use of this is inconsistent throughout the school.

## **MATHEMATICS**

114. Results of national tests in the summer of 2000 show that at age seven pupils achieve above average standards in mathematics when compared with schools both nationally and of a similar kind. At the age of 11, pupils continue to achieve above average standards when compared to schools nationally and well above average standards in comparison to those in similar circumstances.
115. Inspection findings are that standards at the ages of seven and 11 are well above average. All pupils, including those with special educational needs, make very good progress. The previous inspection judged pupils' attainment at ages seven and 11 to be above average when compared with national standards. The school has made good progress since then.
116. A Key Issue from the previous inspection required the school to accelerate the general rate of progress and improve the overall attainment across the curriculum of pupils of above average ability. In mathematics, the school has been successful in meeting this requirement. This inspection showed that setting is effectively used to secure mathematical knowledge of all pupils and to extend knowledge of the more able. An able Year 5 pupil works with a Year 6 class for mathematics and a high number of pupils are expected to reach Level 5 in the national tests for age 11 next summer. Last year, one pupil reached Level 6. Inspection evidence indicates that

the school has high, but realistic, expectations.

117. By the age of seven, pupils have a very good knowledge of the size of a number and where it fits on the number line and in the 100 square. Pupils in Year 1 were seen counting in groups of 3 and working confidently with numbers in the 100 square. They think carefully about number patterns and shapes and are able to create repeating patterns involving shape and colour. All lessons seen began with a mental activity that was challenging and brisk in pace. By age seven, they read, write, order and add and subtract numbers to a 100, with many being able to go beyond that. They can tell the time and discuss their reasoning when giving answers. Pupils have a good mathematical vocabulary.
118. By the age of 11, pupils have a very good understanding of place value, including work with numbers of 1000 and more. They use a variety of written and mental computations involving addition, subtraction and multiplication. They work with positive and negative numbers and create co-ordinates that they record on four quadrants. They know how to work with decimal and common fractions. Pupils in Year 3 sort a variety of shapes and most give sensible explanations of how they sorted them using the number of sides and angles. They use good mathematical language in discussion and are keen to participate in whole class sessions. In Year 4, pupils are aware of zero and negative numbers. They work well with patterns of numbers and with numbers up to three digits. They are highly motivated and very keen to answer questions and tackle challenges. Pupils in Year 4 also use the ICT suite to record the results of surveys and data they have collected and to produce graphs and pictograms. In Year 5, pupils work with multiples, factors and fractions. They solve fraction problems and understand what numerators and denominators are. Their knowledge is secured by systematic references to recent learning and challenging but attainable work that builds on this. They clearly see fractions as part of a whole and in Year 6 they work quickly and accurately with tables up to 10.
119. The National Numeracy Strategy has been satisfactorily implemented and pupils achieve above average standards by the end of both key stages. Staff have benefited from the school's involvement as a pilot school in the area. All staff plan well and are very ably supported by the co-ordinator who has worked hard to ensure that numeracy is effectively monitored and resourced. Priorities for improving resources have been identified, continuity is carefully planned for, assessment informs planning and clear tables of assessment criteria exist for each year group. There is no complacency in this subject.
120. The quality of teaching in mathematics is good overall. In Key Stage 1 it was sound overall with some good features, whilst in Key Stage 2 it was good and often very good, particularly in the upper Key Stage 2 classes. Teachers have a secure knowledge of the subject and teach confidently. Pupils concentrate well, show real enthusiasm for challenging problems and take care with written work. In one lesson for younger pupils, the written activity was pitched too high and this resulted in them being confused. This was put right by the intervention of the teacher and the objective of the lesson was eventually met through oral activity. Teachers are skilful in involving pupils in assessing their work through effective use of questions and in plenary sessions. However, although they mark written work, they do not provide feedback that encourages constructive interaction for further improvement by pupils. The setting of homework is uneven, as, although staff have accepted the school-wide policy, they are not consistently implementing it.
121. There is a commitment in the school to further improve standards in mathematics. The management of the subject is good and planning is thorough and comprehensive. Parents were involved when the new policy for mathematics was produced. As part of the consultation process, the proposed policy was sent to parents, who were invited to comment. Pupils in Year 6 begin bridging work that is agreed with local secondary schools. This is good practice. This work follows the pupils to secondary school to ensure continuity.

## **SCIENCE**

122. In the teacher assessments for science last summer, attainment by pupils at the end of Key

Stage 1 was broadly in line with the national average and that of similar schools for the expected level 2, and the higher level 3. Pupils in the current Year 2 are achieving standards broadly in line with the national average. Their work shows they have covered a range of work at an appropriate level and have learned basic skills. For example, they have learned about the habitats of a number of creatures and investigated the difference between two local environments. They show they understand how to carry out an investigation into the forces required to change the shape of different materials. However, the methods of recording used do not always offer as much challenge as they could. For example, completing a tick sheet and drawing each object is at too low a level of work for most of the Year 2 pupils observed and a waste of valuable time.

123. At the end of Key Stage 2 in the 2000 national tests, the percentage of pupils attaining the national average (level 4) was above average, as was that of pupils attaining the higher level 5. The results were above average overall nationally and when compared with similar schools. Evidence from work seen during the inspection shows that standards of attainment are generally above the national average, with nearly all pupils showing a thorough understanding of the work covered and developing good investigative and enquiry skills.
124. In their current work about life and living things, Year 4 pupils understand the function and purpose of the skeleton and understands how it grows. They carry out investigations as to how bones grow and record their work appropriately. They are able to extract and use information from the graphs they have constructed and make appropriate comparisons with the findings of others. The pupils learn very effectively because work is planned at a level to match their needs and extension work is built into the tasks set. Year 6 pupils have a good understanding of how to set up a fair test when investigating elasticity. They understand the difference between force and weight and the difference between measuring in newtons and kilos. They use appropriate terminology, make and record their measurements sensibly and accurately, and understand the importance and reasoning for fair testing. They respond very positively to the task and contribute willingly to class discussion. Pupils with special educational needs make good progress in relation to their prior attainment, as do higher attaining pupils.
125. The quality of teaching for pupils up to the age of seven is sound; for those aged between seven and 11 it is good. Most teachers have a good knowledge of the subject. Effective questioning and clear explanations enable pupils to understand new ideas and learn new scientific vocabulary. For example, pupils in Year 5 were involved in investigating evaporation and learning the relevant terminology. Teachers give helpful demonstrations to illustrate different concepts. For example, in a Year 2 lesson, pupils were shown how to conduct a fair test when establishing whether an object could change shape through twisting, pushing or pulling. Good use is made of resources to demonstrate principles clearly and older pupils are given the opportunity to organise their own experiments. Literacy, numeracy and information and communication technology skills are taught effectively in science lessons. Pupils are encouraged to take measurements accurately and present their findings using a range of tables and graphs. Pupils are enthusiastic about science. They work hard, co-operate during investigations and behave very sensibly. For example, Year 3 pupils talked to each other about which rocks were most suited to the purposes suggested by their class teacher.
126. The subject is managed very effectively and efficiently. The curriculum has been reviewed in the light of new national guidance. The subject leader has produced good guidance for the teachers and discusses their planning with them. She monitors teaching and learning in the classroom and has helped raise teachers' confidence, which has had a direct impact on the progress pupils are making. The school's current practice has overtaken the policy in regard to the investigative elements of the curriculum and, in this respect, is out of date and needs to be amended. The inadequacies of the temporary accommodation makes the teaching of parts of the science curriculum very difficult. For example, there is no easy access to water.

## **ART and DESIGN**

127. At the time of the last inspection pupils' attainment in art was very good and they made equally good progress. This has largely been maintained, although standards are now described as

being good rather than very good. Standards at the end of both key stages are above average.

128. Pupils make good progress in their skills and understanding of art, craft and design. They successfully learn a wide range of techniques and incorporate this knowledge into imaginative, lively and vibrant work. Younger pupils have been exploring collage techniques and bright colourful 'Elmer' elephants adorn the wall in the hall. There are very good cross-curricular links and these serve to re-inforce and enhance pupils' work in many curriculum areas. Year 1 pupils have drawn familiar landmarks around Bridlington as part of their work in geography. Year 5 pupils have used pastels for their landscape pictures showing the area around Sutherland Lodge. They show a good understanding of how to gain the best effects from the media used and the blending techniques are particularly effective when depicting the sky.
129. Pupils make good progress in understanding the work of famous artists. For example, pupils in Year 2 have studied the work of Van Gogh. They have reproduced his techniques in their own pastel drawings of sunflowers and boldly and imaginatively show a good understanding of the artist's own ideas. They have explored his ideas using other media such as collage, and have successfully incorporated his use of line in their own highly individual work. Pupils in Year 6 have created pictures in the style of artists such as Georgia O'Keefe, Paul Klee, Monet and Mondrian. They have used a range of media and created a range of effects through their sensitive handling of the materials available. Three-dimensional work is also explored. Year 4 have been carrying out a 'Talking Heads' project. They have followed this through from drawing each other and looking at different ways of depicting faces. They have discussed how Andy Warhol experimented with colour and they have investigated face shapes, features and the colours of skin and hair. Masks and paintings from other cultures have been examined and pupils are now moving on to creating models of their own heads using clay. This undertaking of a well planned and detailed project has enhanced pupils' understanding of how artists work and has given them valuable experience for themselves in working with a wide range of media.
130. The overall quality of teaching observed during the inspection was good. Planning is thorough and the school has a wide range of appropriate resources. In the lessons observed, the teachers thoroughly discussed the subject of their work with the pupils. For example, in a lesson where pupils were using different papers as inspiration to create a frame for their work, the teacher asked pertinent questions, such as, 'How could you adapt this pattern to make it suitable for your frame...?' to help them plan their designs. A discussion on how pupils could select the papers most suited to the effect they wished to create was illuminating and demonstrated the confidence the pupils have in putting forward their own ideas. Teaching allows for pupils' skills to develop systematically and inspires pupils to work with enthusiasm and confidence at challenging tasks. Pupils learn effectively because they are encouraged to question and experiment for themselves. The expectations of the quality of work and behaviour are high. Pupils are keen, inquisitive and enthusiastic. They share materials and ideas eagerly. They work very well within the constraints put upon them by the accommodation and, at all times, are sensible and behave well.
131. The subject is very well managed. The co-ordinator has a very clear view as to how the teaching of art should be developed throughout the school and has considerably increased the scope of art and design since the previous inspection. Good use is made of information and communication technology to research the work of artists and experiment with appropriate painting programs. Good quality assessment procedures have already been introduced and the school schemes of work are based on nationally approved guidelines. The teaching of art is hampered by the lack of water in the temporary buildings. The teachers cope with this inadequacy very well but it makes basic tasks, such as washing up and changing painting water, very difficult.

## **DESIGN AND TECHNOLOGY**

132. Standards at the age of seven and 11 match the levels expected nationally. Pupils make good progress overall and standards have improved considerably since the last inspection because staff have received training which has improved their confidence in teaching the subject. Pupils with special educational needs make a similar rate of progress to others in their year group.

133. By the age of seven, the quality of the pupils' learning is satisfactory and they make sound progress. They work on tasks based on the government's recommended guidelines for the subject. Year 1 pupils make fruit concoctions, first drawing what they propose to make. They work with a range of materials and design, plan and make artefacts such as finger puppets. They build soundly on what they have learned. Year 2 pupils plan and make model cars, following a careful design process that includes selecting the materials and deciding on the techniques required, such as cutting and pasting.
134. Pupils in Year 3 and 4 develop well the design skills learned at Key Stage 1 and progress is good. Year 3 designed sandwiches using different combinations of ingredients. They analysed the appearance, taste and texture, recording their opinions and findings. In Year 4, pupils carried out a product analysis, including strengths and weaknesses, before designing their own torches. They produced well labelled drawings including details of construction and materials used. These well focused activities helped them in the making of their torches. Good progress is seen in Year 6 where pupils are investigating and assembling wheeled vehicles. They show a good understanding of the components required to produce a mobile vehicle and the significance of pulleys and friction in the process. Their vocabulary is developing and words such as 'components', 'specification', 'chassis' and 'axle' are well understood.
135. Teaching is good. Lessons are planned carefully. Teachers' knowledge and understanding of the subject is secure. Effective use is made of discussion to help pupils evaluate their own designs and models. For example, in Year 4, pupils discussed their torch designs and the suitability of foil for its reflective qualities. Teachers use opportunities to reinforce the use of appropriate technical vocabulary. The pupils are taught skills effectively and opportunities are provided for them to experiment using a range of tools and techniques. Pupils' learning is effective because the quality of teaching is good and their attitudes are conducive to them making good progress. Pupils share resources and equipment and collaborative skills are well developed. They talk confidently and with enthusiasm about the things they have made. Behaviour is good, ensuring a safe and well ordered learning environment. Pupils take care of the resources they use. Good relationships with pupils and encouragement of them to evaluate their work were significant features of the lessons observed. Homework is used effectively to reinforce learning.
136. There is a good policy and the school has adopted the nationally recommended guidelines as their scheme of work. Curriculum teams meet termly to discuss and evaluate progress. Their comprehensive audit indicates a good understanding of strengths and weaknesses in this subject. Information and communications technology is used effectively, particularly in assisting the design process. In Year 6, pupils used a design program to help them design their wheeled vehicles. There is strong support for the staff from the senior management team.

## **GEOGRAPHY**

137. At the time of the last inspection, geography was judged to be below the required standard at Key Stage 2 and was a key issue. Standards achieved now are in line with national expectations, not only for pupils at age seven as in the last inspection, but also at age eleven. This is the result in an improvement in the subject knowledge and understanding by many teachers, although it is still not at a level of confidence found in other foundation subjects, such as history. Pupils with special educational needs make sound progress in relation to their prior attainment.
138. By the end of Key Stage 1, pupils have a sound knowledge of local places. Following a walk around the local area, pupils used books on homes to put their own knowledge into perspective. They know that bricks and mortar make strong buildings, but that not everyone in the world can use them, nor are they always necessary in areas of different climate. By reading the story of the migration of the swallow, they follow the flight over varied landscapes and identify Spain, the Atlas mountains and South Africa, which they later display in the hall for all to see. At Key Stage 2, the confident approach of the previous years is not so apparent. Although pupils reach a satisfactory standard, few achieve standards above that expected. Work on weather and climate, and their relations to what pupils might take on holiday, is not illustrated sufficiently with statistics, which would back up numeracy. The material used is simple and understood by most pupils but

required too little effort and understanding for the more able. By the end of the key stage, pupils are aware of localities different from their own environment, a weakness in the last inspection. They make comparisons not only with villages and towns in this country, but also with other countries such as Australia. When comparing life in the Peak District and Manchester, they also make evaluations of the impact of man on the environment. For example, in Year 5 they made the case about quarrying in Derbyshire, using examples of the impact on the countryside and of employment, balancing them one against the other.

139. Teaching is satisfactory overall, although teachers at Key Stage 2 are less confident about the subject than at Key Stage 1. Resources used by teachers are adequate for most pupils, but do not always extend them. The effectiveness of a video used in Year 5 was limited by being used for too long a period, which meant that the teaching lost its originally good focus and pace slowed a little. In another lesson in Year 6, pupils were presented with the challenging task of arranging arguments about the siting of industry. By 'becoming' farmers, hotel owners, factory workers, fishermen and so on, they came to own the cases they put forward. The lesson arose out of a previous visit to a local processing factory and the subsequent argument was well controlled by the teacher. When enthused as they were in this lesson, pupils readily join in discussion with conviction, and this consolidates factual learning as well as expanding use of speaking and learning for literacy. The level of learning in most lessons was satisfactory but constrained by the teachers' own limitations.
140. The co-ordinator is new to the role and has a good understanding of what needs to be developed. The expertise of most staff is not as high as it is in other subjects of the curriculum. This prevents geography from being a strength, although good progress has been made since the last inspection. Most resources are adequate, although there are too few atlases and maps. Insufficient use is made of information and communication technology. The school has done well to bring geography to its present situation and the assessments in relation to National Curriculum standards are valuable when teachers are planning how to move the subject on further.

## **HISTORY**

141. History at both key stages is in line with expectations for pupils aged seven and 11. By the end of both key stages, the majority of pupils reach satisfactory standards with a substantial minority at levels above this. The pupils have kept pace with the changes that have taken place in the curriculum since the last inspection and this is mainly the result of the confidence of the teachers both in subject knowledge and the methods used.
142. By the age of seven, pupils have developed the knowledge and understanding of the passing of time and the changes that spring from this. They understand from the visits to the school by local people how life in Bridlington has changed over the last few years. Time lines in each class keep in mind the progression of time in centuries, which is helped by and, in turn, helps numeracy. Teachers understand well the ideas that have to be taught, such as the use of first hand knowledge and how to draw simple conclusions. Pupils go for walks in the local area and later discuss what they have seen. This supplements teaching of speaking and listening in literacy.
143. By the time they reach the end of Key Stage 2, most pupils have gained a greater awareness of the significance of historical events. They have studied the development of industry in Britain, gained knowledge of invasions by Romans and Vikings and learned about life in the twentieth century. In Year 5, pupils use evidence to understand how changing technology altered the way of life of working people in the nineteenth century. By looking at pictures of, for example, the Spinning Jenny, they became aware of how men women and children moved from country occupations, such as farming, to working in town factories. By the end of the key stage, they are able to use both primary evidence and secondary evidence with confidence. The more able can understand how to separate fact from opinion. The links established with other subjects are a strength, particularly the local visits combined with work in geography.
144. Teaching is good overall. Pupils are motivated by the enthusiasm of teachers and by the secure knowledge they impart. They respond to work set for them with good co-operation, both with the

teacher and classmates. For example, in a lesson in Year 6, the good written and pictorial sources provided to pupils on the 1960s allowed them to delve into the times and to sort out whether the items showed what really happened. They enjoyed discovering about Juke Box Jury and the influence of Mary Quant on fashion. Pupils were equally enthused to use available adults present as first hand evidence! Teachers use focused questions to draw out knowledge and allow pupils to make their own decisions about whether, for example, conditions in factories were better than in the country. The more able pupils had more challenging tasks set to raise their standards. All pupils, including those with special educational needs, made sound progress.

145. The subject is effectively led and consolidated by skilful teachers throughout the school. Assessment procedures and the recording of progress are strengths, although it is too early to judge their full effectiveness. They are helping teachers to set individual targets for pupils and for themselves.

## **INFORMATION and COMMUNICATION TECHNOLOGY**

146. Standards at the ages of seven and 11 are very good. In recent years, the school has upgraded many classroom computers and, earlier this year, a new computer suite was installed. The last inspection judged that standards of attainment were satisfactory overall, but not all pupils were receiving their full National Curriculum entitlement. The school has made good progress in developing this area of the curriculum and using it to support learning in other subjects.
147. Some lessons in the new computer suite could not be observed because the system developed a fault and had to be re-built. Those lessons that were seen showed that pupils are learning rapidly and are confident in their use of the equipment. Many of them have regular access to a computer at home and all of them showed enthusiasm for the subject. Pupils with special needs make good progress in relation to their prior attainment and, apart from the machines around the school, they have a machine with its own appropriate software in the library for their own use. Elsewhere around the school, pupils were seen working on mathematics or literacy programs on classroom computers to support other learning. Pupils in Years 1 learnt the basics of control using a Roamer - a programmable floor robot - in a very good lesson that challenged them to think carefully and learn to use systematic strategies for making programming decisions or to support learning.
148. The school has a good selection of software and pupils work with programs suited to their age. They are able to enter information, manipulate it to their requirements and produce graphs that show the results of research they have done. The computers in the new suite are all connected to the internet, and useful sites have been added to a favourites list, which enables easy access to be made. In the computer suite, Year 6 pupils were using a primary design program to assist them in designing a motorised wheeled vehicle for design and technology. They considered Plan, Side View and Front View designs and, by the end of the lesson, most of them had completed the set task of designing a plan for their vehicle. A Year 3 class used a program to re-inforce their learning of instruments of the orchestra. The excellent presentation of the program and the very good sound quality enabled pupils to work independently and make good progress. They listened to sounds, chose instruments from a selection and matched the two. Year 1 classes were seen creating 2-dimensional shapes, dragging images, enlarging, rotating and printing them. Displays around the school show good development of word processing skills. In all instances where computers were being used, pupils were treating equipment with care and following clear procedures to open programs, work, save and exit.
149. Information and communication technology is well integrated with other subjects. The suite is very effective for teaching basic skills, as well as supporting other subjects. In a number of lessons, there was one child to each machine and, on other occasion never more than two children. Teachers have a sound knowledge of the subject and the teaching observed was good at both key stages. Further training is scheduled to take place after Christmas. Planning is good throughout the school and criteria for assessment have been produced and are used at regular intervals to ensure continuity and progression. There is full staff support for the teaching of ICT and exploring its usefulness across the curriculum. A network manager has been appointed and

has been well trained. She receives further training on an ongoing basis each week. This ensures that essential technical support and informed assistance is provided in lessons.

## MUSIC

150. In the previous inspection, standards of attainment were judged to be above national expectations in both key stages. Although the school has continued to give appropriate attention to music, due to the increased demands of the National Curriculum, the school has not been able to maintain the standards noted in the last report. Currently, attainment at the end of both key stages match national expectations. Pupils with special educational needs make similar progress to others in their year groups.
151. By the time pupils are seven, they sing clearly and in tune. They perform well together in singing practice. In Year 2, pupils can sing simple songs with changes in pitch and tempo. For example, in their singing practice they sang a range of songs, from memory, keeping good time, and remembering that the chorus was repeated after each verse. They are developing an awareness of patterns in music. The majority of pupils can remember and repeat a simple pattern by clapping correctly and keeping to the beat. Using untuned percussion instruments, they make up their own short rhythm and sound patterns. For example, in a Year 1 lesson they created animal sounds. However, composing is at an early stage of development. Pupils listen to a wide variety of music, which includes music of other cultures and times. They are able to talk in simple terms about the sounds they hear.
152. Pupils in Key Stage 2 listen to and respond to music from different times and places. They are introduced to a wide range of music from different traditions and cultures, for example, Chinese music linked to a simple five note scale. They are developing satisfactory listening skills, being able to identify some of the instruments being played in an orchestral arrangement. They can perform their own rhythmic patterns using a range of percussion instruments, but the quality of this element of the curriculum is inconsistent across the age range. The quality of the sounds lack detail and too little attention is given to the pace of the music and how it changes from loud to soft. Recording of their compositions is of an inconsistent quality. However, in singing, progress is consistently good. Pupils sing clearly and in tune. By Year 6, pupils sing with good expression, clear diction and improved voice control.
153. A significant minority of boys and girls, from Years 3 to 6, learn to play instruments. Their attainment is good. They can sight read formal notation skilfully and confidently play their chosen instrument with a degree of competence. The extra-curricular Key Stage 2 orchestra, which includes pupils mainly from Years 5 and 6, attains good standards. These skills, which are developed in their instrumental lessons, have a positive impact on their performance in class lessons. Pupils from Year 4 who play instruments influenced standards achieved in the Year 4 music lesson, where they demonstrated skills in recording their composition using formal notation.
154. Teaching at both key stages is good and generally has a positive impact on pupils' learning. Lessons are well planned. Pupils' previous knowledge and understanding are used particularly well in the Year 1 lesson to extend and develop skills. Performing skills, in particular singing, are well taught. There is a sound pace to the lessons and practical opportunities for pupil involvement. Teachers evaluate skilfully what the pupils are able to do and ensure that they improve on their earlier compositions. For example, pupils in a Year 4 lesson improved their '5 note' composition by adding a sustained single note. However, some teachers are insecure in their teaching of this subject. This results in lack of progression and challenge for the pupils. Pupils' learning is enhanced by their attitudes and their enjoyment in the lessons. They are well behaved, attentive and interested, and persevere to improve both their individual and group performances. The pupils are confident when performing in front of an audience, knowing that their contribution is valued. For instance, in a Key Stage 1 assembly, a small group of pupils led the singing with competence and real enjoyment. They generally select and handle instruments with care.



155. There is a good policy and effective guidelines for the subject. However, the expertise of the co-ordinator, who is a recent appointment, is not yet being used to support teachers in the classroom in order to develop the skills of those who are less secure. Pupils benefit in a variety of ways from the high profile given to music in the school. Significant numbers take part in extra-curricular activities such as the Key Stage 2 orchestra. Recorders are taught throughout the key stages and a range of instrumental tuition is provided by the Local Education Authority music service. Information and communication technology is used effectively in developing pupils' knowledge of music. Resources are good and well organised.

## **PHYSICAL EDUCATION**

156. Standards in physical education match expectations at the age of seven, but are well above national expectations at the age of 11. During the inspection, work was observed in gymnastics and dance only, as inclement weather made outdoor games impossible. The very high standards in gymnastics and dance observed during the last inspection have been maintained for the older pupils, but standards in gymnastics for the younger pupils have declined from above average to satisfactory. Pupils with special educational needs make good progress in relation to their prior attainment.
157. The majority of pupils understand the need for a warm up activity. They understand the need for safe working and comply with the regulations about removing jewellery and wearing appropriate clothing. At the end of Key Stage 1, pupils can use space well, keeping out of each other's way and moving safely around the hall at different speeds. They run, dodge and change direction in the available space effectively. They competently perform a sequence of movements, including rolling, jumping and balancing on the floor and using apparatus. Their movements are continuous and show a clear beginning and end. However, there is little evaluation and discussion of their actions and this limits improvement in their performances. They generally work well, both co-operatively and independently, and understand the importance of gymnastics in keeping healthy.
158. In Key Stage 2, pupils build on these skills and gain new ones very quickly. They use space and the apparatus very effectively. Their balancing activities are of a high order. They skilfully and fluently transfer weight from one part of the body to another using a variety of linking movements such as twists, rolls and rotations. Control of movements is generally good, many holding an extended balancing position at different levels successfully. Evaluation and challenge is a very strong feature of their performances. They know the importance of improving their performances and, when working in pairs, they improve their sequences by sharing information. The high quality skills developed in gymnastics are very effectively used in dance. They improvise and combine movements creatively and with real skill. Using Edison's 'La Mer,' pupils created high quality flowing movements simulating 'sea waves'. They respond well to changes in rhythm and can sustain a sequence of movements. They are skilled and experienced in assessing their own and other pupils' performances. By the end of Key Stage 2, the majority of pupils have developed significantly movement skills that demonstrate precision, control and fluency.
159. The quality of teaching is satisfactory at Key Stage 1 and very good, overall, in Key Stage 2. Most teachers know the subject well and are generally confident. Lessons are planned carefully and include opportunities to warm up and cool down. The better teaching is characterised by very good subject knowledge, high expectations, good management of pupils and effective feedback on their performance. For instance, using pupils' work as examples of good practice, pupils demonstrated a sequence of balances at different levels. In the less effective, although broadly satisfactory lessons, weaknesses in organisation result in pupils not working as hard as they should and not making enough progress in group tasks as their concentration wavers. Most pupils display very good attitudes towards their work and this enables them to learn effectively. They enjoy the subject, get changed quickly for lessons and respond immediately to instructions. In both key stages, they try very hard, are prepared to demonstrate their skills, and respond well to suggestions for improving their performance. When working in pairs or groups, most pupils co-operate well with each other. Very good relationships are a notable feature. When commenting on each other's performances, the pupils are very positive in pointing out the qualities in a performance and are perceptive and sensitive in suggesting areas for improvement. Their

behaviour is very good.

160. The school provides a rich and varied programme of opportunities with strong links with the local community and other areas. There is a very good range of extra-curricular activities, including gymnastics, hockey, football, netball, athletics, table tennis and cricket. All activities are open to boys and girls. The activities are well organised and popular. Throughout the school year, swimming is taught to pupils in Year 3. By the time they leave the school, most pupils can swim at least 25 metres. Provision for swimming is good.
161. The management of physical education within the school is very good. The subject co-ordinator has worked hard in developing the scheme of work to closely match the new curriculum requirements. There is a strong commitment to high standards. The school has been nominated by the Local Education Authority for the National Sportsmark Gold Accreditation. If awarded, it will give the school recognition for its commitment to promoting the benefits of physical education. Their comprehensive audit indicates a good understanding of strengths and weaknesses. However, there has been little monitoring of teaching in order to raise standards, particularly for the younger pupils.

## **RELIGIOUS EDUCATION**

162. The school uses the Agreed Syllabus in Religious Education for the East Riding of Yorkshire and achieves the expected levels for pupils at ages seven and 11. The school has maintained standards from the previous inspection. Pupils with special educational needs make sound progress in relation to their prior attainment.
163. By the end of Key Stage 1, pupils have heard many of the familiar Bible stories, especially those relating to the major Christian festivals of Christmas, Easter and Harvest. Pupils have time to explore feelings and beliefs. For example, pupils in Year 2 experienced thoughts about light and dark. They reflected on how they felt about them, how darkness made them feel sad and, a few, that the candle made them feel a bit better. Throughout they were keen to give their views about light and dark and special times and candles. This helped pupils to make reference to Jesus as being the 'light of the world'.
164. By the end of Key Stage 2, pupils have a greater awareness of other faiths as well as Christianity. The pupils have little daily experience of people of other religions, so that the Jewish ceremonies such as Shabbat, and Hindu art that are part of the religious education and multicultural education at the school, is a cultural widening of experience. Circle time is used for sharing thoughts and feelings on a range of subjects and developed further in Key Stage 2 so that there is time for everyone to think and reflect on belief as part of setting of moral standards. In Year 3, pupils could describe what occasions or people were important in their memory. This helped develop speaking skills, but also helped in accepting the value of what others have to say. By the time pupils are in Year 6, they understand that marriage, naming, and other important rites of passage are not only important occasions but also relate to how different people view life and death.
165. Teaching of religious education is sound overall and sometimes good at both key stages. The good relationships between class and teacher which are found throughout the school provide an important starting point in lessons, with pupils feeling confident in speaking out and airing views, knowing that everyone will listen and comment without disparagement. Teachers know the subject well and, as a result, provide good factual knowledge and control discussions well. Everyone knows what is expected of them and so very few controls are needed from the teacher, although when they are, they are fair and firm.
166. Subject co-ordination is effective, with planning and resources that enable teachers throughout the school to follow the syllabus with confidence. Artefacts are available and used to good effect. The basis of understanding other people is an important part of the teaching for pupils in a largely monocultural area.

