

INSPECTION REPORT

MAYBURY PRIMARY SCHOOL

Kingston upon Hull

LEA area: City of Kingston upon Hull

Unique reference number: 117802

Headteacher: Mrs. V. M. Prestwood

Reporting inspector: Mr. C. Kessell
20695

Dates of inspection: 3rd - 6th December 2001

Inspection number: 230612

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Maybury Road Kingston upon Hull
Postcode:	HU9 3LD
Telephone number:	01482 701387
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. A. McAndrew
Date of previous inspection:	29 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20695	Mr. C. Kessell	Registered inspector	Mathematics Information and communication technology	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19697	Mrs. J. Moorhouse	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18709	Ms. A. T. Bee	Team inspector	Art and design Design and technology Religious education Areas of learning for children in the Foundation Stage Provision for pupils with special educational needs	The curricular and other opportunities offered to pupils
25623	Mr J. E. Cox	Team inspector	English Geography History	
25439	Ms. K. Halifax	Team inspector	Provision for pupils with English as an additional language	
25577	Mr. W. Jefferson	Team inspector	Science Music Physical education Equality of opportunity	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Maybury Primary School has 238 full-time pupils; 126 boys and 112 girls, aged between four and eleven. It also has a designated nursery that offers 39 places. The school is average in size and serves the Preston Road Estate in east Hull that is predominantly rented accommodation and an area with high levels of social deprivation. Since September 2001, the school has been part of a small Education Action Zone. The attainment of pupils when they start school is well below average. They have particularly poor language and communication skills. Most of the pupils are of white ethnic heritage. One pupil speaks English as an additional language but is not at an early stage of English language acquisition. Forty-three per cent of pupils are identified as having special educational needs and just under one per cent have a statement of special educational needs. The percentage of pupils on the school's special educational needs register is above average. The majority of these pupils have learning difficulties, although some have behavioural problems. The percentage of pupils entitled to free school meals, at sixty per cent, is well above the national average. The number of pupils who either leave or join the school during the academic year is very high. A number of teachers have left or joined the school in the last two years.

HOW GOOD THE SCHOOL IS

This is an improving school that provides a friendly and caring environment for its pupils. Standards are not high enough but the school's trend of improvement over the last few years is in line with the national trend. Teaching is satisfactory overall; however, there are two very skilled members of staff who consistently teach to a very high standard. Pupils are learning appropriately and making satisfactory progress overall in relation to their starting point. There is a commitment from most staff and the governors to continue improving standards and the quality of education. With good management provided by the headteacher and deputy, there is the capacity to succeed. The school provides satisfactory value for money.

What the school does well

- The headteacher and deputy are a good management team, who are providing clear educational direction.
- Very good quality of teaching offered in Year 6 and by the deputy.
- Behaviour in the school is good and the pupils have positive attitudes to learning. The parents' views of the school are also positive.
- Pupils' moral and social development is good.
- Procedures for ensuring pupils' welfare are good.
- The accommodation provided for the pupils is very good

What could be improved

- Standards, particularly in English, mathematics and science.
- The use of assessment procedures.
- Pupils' attendance.
- The proportion of good teaching.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of children in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection in 1998 has been satisfactory overall, although progress against some individual key issues identified by that inspection has been good. For example, good progress has been made in improving the quality of the curriculum, developing relationships within the school and making the school administration more efficient. However, standards are still too low in English, mathematics and science and although there have been improvements in the standards pupils achieve in information and communication technology (ICT), they are still below those found in most other schools. The proportions of very good and excellent teaching have improved since the previous inspection and the number of unsatisfactory lessons has decreased. Pupils' poor attendance is still an issue.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E*	E*	E*	E	well above average A above average B average C below average D well below average E
mathematics	E*	E*	E	D	
science	E*	E*	C	A	

Results of the 2001 national tests indicated that English was very low and in the bottom five per cent nationally. Mathematics was well below average and science average. When compared with schools of a similar nature, standards were well below average in English, below average in mathematics and well above average in science. There were improvements on the previous year in the percentage of pupils that achieved the expected level 4 or above. The improvements were significant in science. As stated previously, the school's trend of improvement in the core subjects of English, mathematics and science over the last five years is broadly in line with the national trend.

Although standards are not high enough, a number of factors do have an adverse effect on standards. Pupils start the school with attainment that is well below average. Their poorly developed language skills have a detrimental effect on learning in other subjects through the school. In addition to this, the number of pupils who move in and out of the school is very high; there is an above average proportion of pupils identified as having special educational needs and there is a high level of absence amongst some pupils. Current standards are still well below average in English and mathematics and below average in science in Year 6 (the end of Key Stage 2). Reading, writing and mathematics are well below average in Year 2 (the end of Key Stage 1). The school did not achieve its targets in English and mathematics at the end of the last academic year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. They are interested in what is being taught and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is consistently good in classrooms and at breaktimes.
Personal development and relationships	Relationships through the school are good. Pupils enjoy being given responsibilities in their classrooms and around school. Pupils are courteous, polite and friendly to visitors.
Attendance	The school's attendance rate is very low when compared to other schools. This has a negative impact on the achievements of many pupils. Not all parents are helpful in trying to improve the situation and some do not fulfil their responsibilities in ensuring that pupils attend regularly and arrive promptly.

TEACHING AND LEARNING

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

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

Teaching is judged to be satisfactory overall. However, the Year 6 classteacher and the deputy are outstanding teachers who consistently provide pupils with very good quality learning experiences that enables them to learn effectively and make good progress. Consistently good teaching is only found in parts of the school. Consequently, pupils' learning experiences are inconsistent and this influences the progress that pupils make over time.

Literacy and numeracy lessons are appropriately planned by all staff, following the recommendations of the national strategies. However, speaking and listening skills could be better promoted in other subjects. More able pupils are not always challenged as well as they could be. The classroom assistants make a very positive contribution to pupils' learning experiences.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum for all of its pupils and fulfils statutory requirements. Although the school works hard to include all pupils in the curriculum that it offers, some pupils miss important parts of lessons when they are withdrawn for extra support.
Provision for pupils with special educational needs	Satisfactory. The school follows the recommendations of the national Code of Practice and good documentation is kept on all pupils. However, the targets for pupils' learning need to be more specific so that progress can be monitored.
Provision for pupils with English as an additional language	The one pupil identified has reached appropriate levels of language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual and cultural development is satisfactory. Social and moral development is good.
How well the school cares for its pupils	The school's procedures for ensuring pupils' welfare are good. Maybury takes good care of its pupils.
How well does the school work in partnership with parents	The parents' views of the school are positive and the school works hard to promote an effective relationship with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and deputy is good. They provide a clear educational direction and are determined to continue raising standards and the quality of education. Although some subjects of the curriculum are well managed by subject co-ordinators, for example, science and ICT, there are some weaknesses in other areas of the school.
How well the governors fulfil their responsibilities	The governors have a good understanding of the school's strengths and weaknesses. They are fully involved in the school's strategic development and are very aware of their responsibilities. Statutory requirements are fulfilled.
The school's evaluation of its performance	The school is beginning to use data and assessment information more effectively. The monitoring and evaluation of teaching could be more rigorous.
The strategic use of resources	Staff and resources are deployed efficiently. The school has a good number of support staff. The school's accommodation is very good and resources for learning satisfactory. Although best value is obtained when purchasing services and resources there are no arrangements to monitor the impact of spending decisions on standards or the quality of education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The staff are friendly, the school atmosphere is nice and parents are made to feel welcome.• Their children like school.• The school is well led and managed.• The school helps children to become mature and responsible.	<ul style="list-style-type: none">• The amount of work that children do at home.• The range of activities outside lessons.

The above views are taken from the pre-inspection meeting that was attended by only five parents and the 114 responses to the parents' questionnaire. The inspection team would support the parents' positive views. The school's arrangements for homework are satisfactory and the range of activities outside lessons is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Reception with levels of attainment that are well below average. This is a similar picture to the previous inspection. Their language and communication skills are particularly weak and this has a negative impact on other areas of learning, not only in the Foundation Stage, but as pupils move through the school. By the end of the Foundation Stage, the majority of children are unlikely to reach the expected levels of attainment.

2. Children in the Foundation Stage understand the difference between right and wrong and develop good relationships with each other and the adults that work with them. However, with their limited language skills many have difficulty explaining what they are thinking or feeling. Behaviour is good. Children are often reluctant talkers and do not always interact with each other when they play or work together. As they get older some children are able to learn the names and sounds of some letters and familiar words but many rely on having texts read to them. Mathematical language is limited and although higher attaining children in Reception are able to count accurately, they become confused when trying to add simple numbers together. Children are able to work independently and use simple computer programs. Children handle scissors, paint brushes and pencils safely, but many have weak control. They enjoy singing, but many cannot remember the words to songs. Children paint portraits of themselves and use sponges to print.

3. The National Curriculum test results for 2001 showed that by the time the pupils were eleven, standards in English were very low and in the bottom five per cent nationally. Standards in mathematics were well below average and in science average. When compared to similar schools, standards were well below average in English, below average in mathematics and well above average in science. Although standards are not high enough, the school's trend of improvement since 1997 has been broadly in line with the national trend. Since 1999, the percentage of pupils reaching the expected level 4 has improved year-on-year in all three subjects. The improvement in science from 2000 to 2001 was quite significant. Despite the low standards, those pupils from the 2001 Year 6 who were at the school at seven made satisfactory progress overall in relation to their prior attainment at the end of Key Stage 1. A minority of pupils exceeded the levels they were expected to get. This year group reflected much of the social and educational disadvantage that is found through all of the school. The school has a high mobility rate. Of the sixty-one pupils who were in last year's Year 6 as Year 2 pupils, only twenty-eight remained at the school all the way through Key Stage 2. The percentage of pupils with special educational needs is above average and with the pupils' weaknesses in language these factors have a negative effect on the standards pupils achieve. Poor attendance also has a negative impact. However, the school would acknowledge, that although these pupils made satisfactory progress overall, their achievements were inconsistent, often due to indifferent teaching. To a certain extent, this still exists in the school. Given the very low starting point of most pupils, they need to learn effectively to make good progress. Because there are only pockets of good or better teaching through the school, pupils' achievements are inconsistent. Although the current Year 6 teacher is very good, there is too much for her to do to raise standards significantly.

4. The national test results for seven-year-olds in 2001 were very similar to those found in Key Stage 2. Reading and writing were very low and in the bottom five per cent nationally and mathematics was well below average. When compared to similar schools, standards were well below average in reading and writing, but average in mathematics. However, there have been year-on-year improvements in the percentage of pupils achieving expected levels since 1999. These improvements have been more significant at Key Stage 1 than at Key Stage 2. When responding to the pre-inspection, questionnaire the majority of parents agreed that their child was making good progress at the school. At the pre-inspection meeting, no concerns were offered by parents regarding the standards the school achieves and one parent stated that she has moved her child to the school and she was now making better progress. Currently, standards are well below average in reading, writing and mathematics in Year 2. In Year 6 standards are well below average in English and mathematics, and below average in science.

5. By the time pupils are seven, speaking and listening skills are well below average. Some of the younger pupils speak indistinctly and are difficult to understand. Higher attaining pupils are able to read with a little expression but their reading is often hesitant. Some pupils pay little attention to the punctuation in their books and guess at unfamiliar or difficult words rather than using strategies to work them out. When writing, many pupils do not use simple punctuation and miss words out of sentences. Written work is often very difficult to read. Pupils' mathematical knowledge is well below average and when carrying out mental mathematics they do so hesitantly and without confidence. The pupils' mathematical language is limited and many of the pupils are unable to explain their thinking when answering simple mathematical problems. Although the pupils are able to talk about different light sources or the types of food that are healthy as part of their scientific studies, their ability to record planning, predictions and findings is very weak.

6. At the age of eleven pupils have developed a stronger vocabulary but speaking and listening skills are still not as good as they should be. There are some pupils who still find it difficult to communicate as effectively as they should. Higher attaining pupils read appropriately and show an enjoyment of books, but for many pupils reading is still difficult. Although pupils write using paragraphs, it is only the higher attaining pupils who are confident with punctuation and develop their work with more complex sentences. Some pupils do not take sufficient care with their handwriting. In mathematics about fifty per cent of the pupils are working at appropriate levels. They have a sound understanding of place value and work confidently with whole numbers, percentages and fractions. However, a significant number of pupils are working at levels well below those expected. In science, pupils plan investigations and look to predict the outcomes of experiments but a large number of pupils do not present their ideas or findings at a level expected for pupils of this age.

7. It has already been stated that pupils' achievements are inconsistent, although they are satisfactory overall. Higher attaining pupils could achieve more and they are not always challenged as effectively as they could be. At the end of Key Stage 1 last year, no pupils achieved the higher level 3 in reading or writing and the percentage achieved in mathematics, was well below average. At Key Stage 2, the percentage of pupils reaching level 5 was well below average in English and mathematics but above average in science. There are differences in the performance of boys and girls that are recognised by the school, but there are no strategies in place to try and rectify this. The school's statutory targets for 2002 are challenging and are likely to be achieved. Although they are an improvement on 2001 and continue the improvement in standards, they are unlikely to take English and mathematics standards out of the well below average category, although the English results may no longer be in the bottom five per cent.

8. Pupils with special educational needs make satisfactory progress. However, progress can be hindered when teachers do not write clear targets on pupils' individual education plans and miss opportunities to work on these targets during lessons, in particular during literacy and numeracy lessons. Progress is enhanced when pupils receive good and sometimes very good quality support from the classroom assistants, which contributes well to the learning pupils make within lessons.

9. The school has only one pupil who speaks English as an additional language. She is not at an early stage of English acquisition and makes the same satisfactory progress as her peers.

10. In art and design, design and technology, physical education and music, pupils reach standards that are expected by the ages of seven and eleven. Pupils make satisfactory progress in these subjects. Although standards are below those expected in geography and history for seven-year-olds, pupils achieve expected standards by the age of eleven and progress well in these subjects particularly at the end of Key Stage 2 in Year 6. However, progress in these subjects through Key Stage 1 could be better. Although standards are below those expected in ICT pupils make satisfactory progress. There has been improvement in ICT since the previous inspection when standards were well below those expected for pupils at seven and eleven and many of the current Year 6 pupils are achieving appropriate levels in some elements of ICT. Standards in religious education are below those expected for seven and eleven-year-olds.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are good. At the time of the previous inspection pupils' attitudes were positive, they enjoyed school and wanted to learn. This situation has been maintained and pupils currently show an enthusiasm for learning and an interest in what is being taught. Inspectors saw good examples of this in art and design and science lessons. Younger pupils worked enthusiastically during an art and design lesson, confidently using pastels, chalks and tissue paper to develop the idea of fire. During a science lesson, older pupils were keen to talk about the predicted outcome of their experiment. Occasionally, when teaching is uninspiring and the pace of teaching slow, pupils become bored and very occasionally, restless. Ninety nine per cent of parents responding to the questionnaire agree their child likes school and the inspection findings confirm their views. In art and design and science, pupils handle and share resources sensibly and they work together co-operatively in ICT. However, there is sometimes a tendency for boys to dominate when pupils are working in mixed gender groups. Inspectors saw good opportunities for pupils to work together in pairs during a lesson in religious education.

12. At the time of the previous inspection, pupils behaviour was reported as good in lessons, at lunchtime and when moving around the school. During the current inspection, a strength of the school was the consistently good behaviour seen when pupils were in supervised situations in the classroom and during lunchtime. Pupils are aware of the standards of behaviour that are expected, but do not always meet those standards when moving unsupervised around the school. Parents attending the pre-inspection meeting had no concerns about behaviour. A significant majority of parents responding to the questionnaire agreed that behaviour in the school is good. There was one fixed period exclusion in the last school year as a result of poor behaviour.

13. Pupils respond willingly to the suitable opportunities offered to be involved in the life of the school. The majority of pupils have responsibilities within their own classrooms and in keeping shared areas tidy. Older pupils have duties and responsibilities around the school. These responsibilities involve preparing the hall and operating equipment during assemblies and the distribution of class registers before the start of the school day. Inspectors saw pupils using their initiative in lessons and around the school; for example, one pupil helped another who was having difficulty in adjusting classroom blinds without being asked by the class teacher. Pupils handle their responsibilities reliably and efficiently. Inspectors found pupils to be courteous, polite and friendly.

14. Relationships in the school are as good as they were at the time of the previous inspection. Pupils show respect for the feelings and values of others. No incidences of unkind behaviour or bullying were seen and none were reported. In the main, pupils form good relationships with each other, with teachers and with other adults including visitors. In some classes the relationship between the pupils and the teacher is of a high quality and has a positive effect on pupils' personal development. Inspectors saw pupils working together collaboratively for example, in mathematics and physical education lessons. Pupils appreciate each other's successes and often spontaneously applaud classroom achievements.

15. Attendance in the school is very low when compared to national averages. There is a high level of unauthorised absence when compared with other primary schools nationally. However, figures have improved since the time of the previous inspection. There are a number of pupils who are persistent absentees or who are late in arriving. The poor levels of attendance are having a negative effect on these pupils' attainment and progress. Not all parents co-operate as well as they might in helping the school to improve the situation and some do not fulfil their responsibilities in ensuring that pupils attend regularly and arrive promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The majority of parents are happy with the teaching in the school. At the pre-inspection meeting, parents commented that teachers were friendly; they felt some classes were too large. Ninety-four per cent of parents responding to the pre-inspection questionnaire agreed with the statement that teaching is good. At the time of the previous inspection, teaching was judged to be satisfactory although good teaching was often observed. Ninety per cent of lessons were satisfactory or better with half of the lessons being good and ten per cent of lessons being very good. No excellent teaching was observed and ten per cent of teaching was unsatisfactory. At face value, there is now an improved picture with forty-six per cent of lessons observed being satisfactory, thirty per cent good, twelve per cent very good and seven per cent excellent. Three lessons were judged to be unsatisfactory because significant numbers of pupils did not make enough progress or lessons were poorly planned and organised. The above figures present a distorted picture as two teachers achieved the majority of very good and excellent teaching: the Year 6 classteacher and the deputy who was teaching in Year 1 through the inspection week for an absent colleague. These two teachers consistently produced lessons of a high quality. When also considering evidence provided by scrutiny of pupils' work, teaching is judged to be satisfactory overall although there have been some improvements since the previous inspection. The percentage of good teaching could be higher. Most of the pupils who enter the school, do so with considerable social and educational disadvantage and need to learn effectively all of the time. It is important therefore, that good teaching becomes the norm.

17. Teaching in the Foundation Stage is satisfactory and is sometimes good. In these good sessions the children are consistently encouraged to articulate their thinking and develop basic vocabulary. In addition speaking skills are well promoted. Good examples of this were seen when during a creative session, a nursery nurse clearly explained the difference between white and pale pink paint and during a role-play session when children with very low levels of language were pretending to visit the baby Jesus in the class 'stable'. Personal and social skills are consistently well promoted throughout the school day. This supports progress in all areas of learning. Groups are well managed and the needs of all children are met. In particular, children with special educational needs receive good quality support from all adults.

18. In most classrooms through the school teachers have good relationships with the pupils they teach and control; management is good. There are some challenging pupils but effective and consistent use of the school behaviour strategy ensures calm classrooms that generally have positive working environments. Even when teaching is uninspiring or unsatisfactory, the pupils show an interest in their work and are enthusiastic. They are keen to talk about what they are doing and show an obvious enjoyment in many of the activities that they are given. Most classrooms provide an attractive learning environment with displays that reflect work that is being covered. However, in some classrooms displays of class targets in literacy and numeracy are irrelevant to the pupils because they do not understand what they mean and they are not consistently referred to as part of their everyday learning. Where pupils have a good understanding of their targets, for example in Year 6, they become an effective tool for learning that motivate the pupils and develop their understanding of what they are trying to achieve. Although the school has good ICT resources, insufficient use is made of ICT to support other areas of the curriculum. In some instances, this is due to teachers having insecure subject knowledge and lack of confidence with ICT. Speaking and listening skills are not promoted as well or as consistently as they could be. Given the poorly developed language skills of most pupils, this is a weakness. In many lessons judged to be satisfactory, not enough attention is paid to including all pupils in class discussions. Too often, closed questions are used that require pupils to offer only a one word answer, rather than open questioning that encourages discussion. In these situations, some of the pupils become 'passive' learners and do not take an active part in discussions or debates. On the same note, some teachers appear unaware of the differences in performance between boys and girls in national tests and do not take this into account when organising their lessons.

19. Where teaching is of a high standard, the above examples of areas for development in teaching do not take place. In a very good Year 6 art and design lesson, very good opportunities were provided for pupils to speak and listen as the pupils investigated the properties of different materials. Good references were made to the language associated with this area of art and design. Pupils were encouraged to make decisions for themselves and work co-operatively. Good links were also made with other subjects particularly mathematics as pupils used their measuring skills before cutting material. Likewise, in a Year 1 history lesson where pupils were using historical objects to make comparisons between life now and in the past, learning was very effective because of the outstanding teaching. The pupils attention was gripped as they travelled on a 'magic carpet' to visit '7, Mornington Crescent' a house that had been created in the classroom. Excellent use was made of a voluntary helper who dressed in period clothes and played the owner of the house. This caught the imagination of the pupils and encouraged discussion. This very imaginative approach inspired the pupils to make very good gains in their knowledge and understanding.

20. The quality of teaching for pupils with special educational needs is satisfactory but teachers do not consistently refer to the targets on the pupils' individual education plans, in particular in literacy and numeracy lessons. Occasionally work is not well matched to individual pupils' needs. This hinders learning within lessons and the progress they make

over time. Classroom assistants are used well to support learning and give good and sometimes very good quality support. All adults develop good relationships with the pupils, which has a positive effect on learning.

21. Teachers conduct their literacy and numeracy sessions to the recommended structure and most plan their work satisfactorily using the national strategies. Although the activities planned in literacy and numeracy lessons are organised for different ability groups in some classes this is not rigorous enough. Scrutiny of pupils' work shows that pupils from different ability groups are doing similar work. Even when this practice is well organised in literacy and numeracy, it does not always extend effectively to other subjects. Some higher attaining pupils could be challenged more effectively. Several teachers have expectations that are too low. Insufficient use is made of time targets, where pupils are expected to cover a certain amount of work in a designated period of time. Although extension activities are sometimes organised, there is no expectation that they should be completed, particularly by the more able pupils. The school's planning procedures encourage teachers to evaluate their lessons to identify the strengths and weaknesses in pupils' learning and influence future planning. Some teachers do this very well in the school, but it is inconsistent. Comments like 'the pupils enjoyed the lesson' may be very positive but are not evaluative enough and do not effectively help future lesson planning. Work is marked satisfactorily but again, there are inconsistencies, with some teachers providing far more helpful comments to their pupils to aid their learning. Homework is used satisfactorily to support the curriculum. During the inspection, a Year 2 mathematics lesson was well supported by the homework given by the classteacher that was organised for different ability groups. This was good practice. At the pre-inspection meeting, parents commented how pleased they were that reading books were coming home in book bags and this was an improvement in the school.

22. Support staff are used well in most lessons and make a significant contribution to the pupils' learning. Pupils with learning difficulties or behavioural problems often learn well because of the quality support they are given. In some lessons where teaching is uninspiring, it is often the support assistants that make learning more exciting and interesting for the pupils.

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

23. The school teaches all subjects of the National Curriculum and provides satisfactorily for all of its children. All statutory requirements are met including those for ICT, which is an improvement since the previous inspection. Appropriate provision is made for religious education. In addition, the school has continued to work hard to include all children in the activities relating to the curriculum that it offers. However a few pupils miss important parts of lessons such as religious education and the introduction of the Literacy Hour when they are sometimes withdrawn for extra support to develop basic literacy and numeracy skills. Planning procedures are consistent and guidelines, which teachers follow ensure that skills, knowledge and understanding are taught progressively. This is a significant improvement since the previous inspection.

24. There is a clear overview of what is to be taught each year, which is broken down into subjects. The deputy who oversees the curriculum, is very aware of looking carefully at this plan when new classes are arranged each year. Occasionally it is important to alter this curriculum plan when pupils have worked together in mixed age class to avoid repeating work. For literacy and numeracy, the teachers plan lessons using the national strategies. Both have been successfully implemented but all teachers do not effectively promote speaking and listening skills in lessons. The national subject guidelines, sometimes linked with their existing schemes of work, are used for the other subjects and ensure that pupils are taught skills, knowledge and understanding based on previous learning.

25. The provision for the children in the Foundation Stage is good. It is planned according to the recommended areas of learning for that age. Activities are interesting and well matched to the pupils' ages. All children including those with special educational needs and those with English as an additional language are integrated well.

26. Satisfactory provision is made for personal, social and health education, including sex education and information on drug misuse. It is planned through different areas of the curriculum such as in science and religious education and during the planned personal and social education lessons, which take part in all classes each week. Although teachers have guidance for these lessons, the co-ordinator is aware of the need to develop these guidelines so that teachers know exactly what to teach each term. The teaching of citizenship is being developed throughout the school and local councillors are invited in to talk to the older pupils. These interesting sessions successfully develop their understanding of citizenship. Other visitors such as the school nurse and the local police are invited into school to talk to the children about different topics for example how to keep themselves safe. These visitors greatly enhance the learning in this area.

27. The provision for pupils with special education needs is satisfactory. There is a staged referral system in operation, which complies with the Code of Practice. Identification and assessment procedures are satisfactory and good documentation is kept on each pupil. The quality of the targets on the individual education plans is variable. Targets are often not specific enough to be able to show clearly the rate of progress pupils make. Parents are aware of these plans which are reviewed regularly.

28. The school provides a good range of extra-curricular activities that are open to all abilities. This is a big improvement since the previous inspection. They include sporting activities such as football and netball and these are well attended. Pupils have the opportunity to develop their skills at a computer club and Internet club, which are popular activities and are run during the lunch hour, and after school. Musical activities are offered such as playing the recorder, guitar and singing in the choir. There is an art and craft club and a design and technology club and one where pupils can learn how to play chess. All clubs are enthusiastically attended. Pupils have the opportunities to take part in a general studies session and two clubs that promote the love of reading; the reading club and the library club.

29. All children have the opportunity to participate in a satisfactory selection of educational visits, which enrich many curriculum areas. Pupils in Year 1 have visited a local art gallery and museum, that promoted skills and knowledge, taught in art and design and history. Personal, social and health education is well promoted in visits out of school. For example, in Year 6, pupils visited the local hospital and learned about how to avoid accidents. Planned visits for the future include members of the choir singing at a local carol concert at the City Hall. In addition, the school is currently planning their first residential weekend for pupils in Year 6 to the Earth Centre at Doncaster. This will enhance many areas of the curriculum including the development of personal and social skills and reinforce and teach geographical and science skills.

30. There are satisfactory links with the community in particular when people come in and talk to pupils in assembly and at other times during the school day. These visitors support the curriculum well. For example, a member of the Church Army takes assembly. All staff consistently promote the behaviour policy and pupils who continually behave well are allowed extra treats. They were recently entertained by a magic show. The school nurse is regularly invited in and these visits promote a healthy lifestyle. The recent addition of the Breakfast Club has enabled many pupils to come in and eat breakfast with their friends and promotes the social aspect of their education well.

31. There are good relationships with partner institutions. The school uses the local authority specialist teachers very well to support pupils who have been identified as having special educational needs. Links with the local secondary school are satisfactory and comprehensive; useful records on each pupil are sent up on transfer. The school has links with the local Pupils Referral Unit and staff are supported well by the specialist teachers who work there. Good links have been established with the library services. The school uses their loan facilities well to support learning in all areas of the curriculum. This has resulted in the school developing their own library facilities, which ultimately improves and supports learning for all pupils. The school's membership of the Education Action Zone has also encouraged and improved partner institution links.

32. The provision that the school makes for the spiritual, moral and social development of its pupils has changed very little since the time of the previous inspection. It is satisfactory overall. The school provides good social and moral opportunities for pupils. The provision the school makes for pupils' cultural development has improved since the time of the last inspection when it was judged to be unsatisfactory. It is now satisfactory.

33. The main source of spiritual development is collective acts of worship and the teaching in religious education. Acts of worship are of satisfactory quality. They are mainly of a broadly Christian character but also feature stories and celebrations from other faiths. Assemblies are planned around a series of themes that reinforce sound moral teachings and introduce pupils to the traditions of Christianity and other world faiths. Festivals such as Harvest, Divali and Hanukkah are celebrated and input on important moral and social qualities such as teamwork and co-operation and excelling yourself are included. Pupils are not always given opportunities to reflect on the spiritual and moral themes presented to them by teachers and outside visitors. There are insufficient opportunities within the subjects of the curriculum for pupils to gain spiritual development through reflection on aspects of their work. Pupils are well behaved as they enter and leave the hall for assemblies while music is playing.

34. Provision for pupils' moral development is good and has improved since the time of the previous inspection. Moral issues are regularly explored in assemblies and right and wrong actions are recognised through a very clear behaviour policy. School rules are displayed and vary appropriately for the different sections of the school. Teachers adhere closely to the behaviour policy and issue rewards such as stickers and slips that are collected in booklets or on sheets when children display good work or behaviour. Awards and certificates are acknowledged publicly during Achievement Assembly. While independence is fostered in terms of giving pupils jobs around the school, there are few opportunities for pupils to take responsibility for their own work and the potential for allowing pupils to show initiative is not fully exploited. The school is effective in promoting positive values by acknowledging effort as well as actual achievement.

35. Provision for pupils' social development is good and this is an improvement since the time of the previous inspection. There is a newly formed school council and each class

elects two representatives. Parents of the elected members were invited to the first meeting and six attended. The pupils have begun to discuss issues related to improving the school environment. The recently started and well-attended breakfast club provides pupils of all ages with useful additional social contact and a good start to the school day. Opportunities for interaction outside lessons are provided through out-of-school clubs and a programme of visits to places of educational interest such as Ferns Art Gallery and Museum and the Doncaster Earth Centre. Some twenty children regularly attend the after school Children's University that is a new initiative since the previous inspection. A planned residential visit will provide older pupils with an additional opportunity for social development.

36. Pupils' cultural development is satisfactorily promoted. Through their religious education lessons, pupils learn about the beliefs, traditions and values of the major world faiths. However, pupils do not benefit from a wide range of visits to places of worship and visits from people of other ethnic groups. Art and music are not playing an important part in the cultural life of the school. Their knowledge of the local area is sketchy although they are well informed about life in the Indian village they have been studying in their geography lessons. There is a sound collection of resources to promote cultural development including religious objects, musical instruments and multicultural books.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Maybury Primary School takes good care of its pupils. The procedures for child protection and ensuring pupils' welfare are good and all staff are aware of the named personnel and procedures that are included in the staff handbook. Policies are in line with local procedures and good relationships exist with personnel from outside agencies involved in pupil care. The school has three members of staff qualified in first aid and all staff have undertaken first aid training. All necessary procedures are in place for dealing with minor accidents or incidents. Arrangements and procedures for the conduct of educational visits fully comply with local authority guidelines. There is a comprehensive health and safety policy, and regular health and safety audits are carried out in the school with governor involvement. The governors are aware of the need to provide a safe environment for pupils and staff.

38. Supervision during lunchtime is satisfactorily organised through a rota of supervisors. If necessary, the senior supervisor is able to liaise with the headteacher on a daily basis to discuss problems and concerns. Lunchtime staff are fully involved with implementing the school's behaviour policy and have their own reward system, rewarding sensible and responsible play and good manners. As a result, lunchtimes are happy and orderly occasions and make a positive contribution to pupils' personal and social development. Pupils treat lunchtime supervisors with politeness and courtesy.

39. The school has good procedures for monitoring absence and lateness and has adopted a number of suitable strategies for encouraging those pupils who are persistently absent or late in arriving. However, improvements have had limited success. An Education Welfare Officer visits the school regularly and has been helping the school tackle the problem. Pupils are appropriately rewarded for good attendance, both individually and on a class basis. Rewards include certificates, books and class treats.

40. The school's procedures for monitoring and promoting good behaviour are very good. Pupils and parents are aware of the standards of behaviour expected as set out in the behaviour policy and the consequences of misconduct. Inspectors saw staff handling incidents of poor classroom behaviour promptly, consistently and in line with the guidelines set out in the structured and detailed behaviour policy. Inspectors saw good behaviour consistently recognised and rewarded with praise and stickers. Staff know their pupils well and monitor their personal development in an informal way. However, the school does not have in place a systematic way of recording pupils' personal development.

41. The school has made some improvement in the formal assessment of pupils' attainment since the time of the last inspection. These procedures have begun to give a clearer picture of pupils' progress in English and mathematics for example. Staff training by the co-ordinator has improved practice in assessment and target setting. There are no arrangements at present for the formal assessment of progress in science and other subjects. In the majority of the remaining subjects the school plans lessons using the national subject guidelines but has yet to implement the assessment procedures recommended for these subjects. In some classes good use is made of support assistants to record observations and make assessments especially during introductions to literacy and numeracy lessons. The assessment co-ordinator is aware of the need to continue to develop assessment procedures and to monitor assessment practice carefully. The school fully complies with the requirements to administer statutory tests at the end of Years 2 and 6 and these test results are analysed. Pupils are also tested at the end of years 3, 4 and 5. These results are analysed and the co-ordinator is beginning to use them to track the progress of individuals and groups of pupils in order to move them forward.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. There is a satisfactory partnership between parents and the school. This is an improvement since the previous inspection. Parents' views of the school are positive and the school works hard to promote an effective relationship with parents. A significant majority of parents responding to the questionnaire agree the school works closely with them. Parents attending the pre-inspection meeting agreed that they are able to come into school at any time to talk with staff. They find staff friendly, welcoming and willing to listen to their suggestions. A monthly surgery with the headteacher and deputy headteacher is held in the parents' room and is well attended. It provides parents with a planned opportunity to discuss their concerns and problems. Parents receive frequent newsletters produced in an attractive and readable style. Letters to parents are well presented and informative. There is a well-written and informative school brochure that contains all essential information for parents except the procedures for parents to follow to inform the school of their child's absence. Parents are invited to assemblies and school drama productions. The contribution of parents to pupils' learning is limited and few help in school. During the inspection parents were seen helping with administrative tasks and the Breakfast Club and family members do help when pupils go on trips. The vast majority of parents have signed the home school agreement and the agreement has strengthened co-operation between parents and staff.

43. Parents responding to the pre-inspection questionnaire felt well informed about how their child is getting on at school. There are three parents meetings each year at which those attending are given information about the progress of their child. Attendance at these meetings has increased significantly since the time of the previous inspection. Parents attending the pre-inspection meeting were happy with the reports older pupils receive. Reports scrutinised during the inspection contained a thorough and systematic record of pupils' progress and some information on personal development. Targets for the next school year were not included. The arrangements for the setting of homework and the type of tasks parents may expect children to do at home are given in the homework policy that is

mentioned in the school's prospectus. The school has run support sessions for parents on helping their child with reading. Inspectors saw homework being distributed in line with the homework policy and all pupils taking reading books home.

44. There is an active and committed Parent Teacher Friend Association that is chaired by the school's Site Manager. They run a number of well supported fund raising events throughout the year. Money raised has been used to purchase extra resources and items to enhance the school environment. Adult literacy and numeracy courses have been offered in the school and parents have used the ICT suite for courses in word processing.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher and deputy are an effective management team who are providing clear educational direction for the school based on raising the quality of education and standards. The deputy's appointment in September 2000 has been particularly beneficial to the headteacher who prior to this, often had to work in isolation as financial constraints since the previous inspection did not allow the appointment of a deputy. Parents at the pre-inspection meeting commented on how important this appointment had been to the school and when responding to the pre-inspection questionnaire ninety per cent of parents agreed that the school was well led and managed. The headteacher and deputy work well together and provide inspiration and enthusiasm as they move the school forwards. The headteacher cares passionately about the school and pupils and her educational vision is well supported by the deputy's energy, knowledge and expertise. The deputy has achieved much since her arrival particularly in the areas of assessment, curriculum and developing closer relationships with the parents. She is an excellent role model for other teachers in the classroom. Because of the social and educational disadvantage of many of the parents and pupils in the school, Maybury Primary is not an easy school to manage, but it is much easier now that there are two committed senior managers, rather than one. Between them, there is now a sense of urgency in the school and amongst most staff; however, there are some teachers who could be more committed to improvement. A key issue from the previous inspection was to improve the ethos of the school and to this extent the headteacher has been successful. Relationships are now generally good but a small minority of staff could have higher expectations of the pupils and the work that they can achieve. Although teaching has been monitored and evaluated and there is a programme for further monitoring and evaluation in place, some teachers are not performing as well as they need to so that all pupils can learn effectively and make good progress all of the time. Some subjects and areas of the school are well managed, for example, science and ICT. Many co-ordinators have a good understanding of their subject's strengths and weaknesses, well illustrated by the mathematics co-ordinator's knowledge of her subject. However, there are weaknesses in the management of English that is a concern given the importance of the subject and the low standards being achieved by the pupils.

46. Similarly there are weaknesses in the management of special education needs. The co-ordinator has no system in place which monitors the quality of the targets on the individual education plans, nor which monitors that class teachers are using them to plan activities, in particular, in literacy and numeracy lessons. There is no monitoring of the work pupils with special educational needs complete in other areas of the curriculum. It is sometimes too difficult for them and this affects the amount of progress, which they make. The co-ordinator is aware of the necessity to monitor the provision for special educational needs more closely. The school uses the funding for pupils with special educational needs well, in particular to give additional support to pupils from the specialist teachers and classroom assistants. This has been maintained since the previous inspection.

47. At the time of the previous inspection the governors were supportive of the school and they continue to be so. They have a good understanding of the school's strengths and weaknesses and appreciate the need to raise standards. There is an appropriate range of governor committees to help with the smooth running of the school and they fulfil all of their statutory duties. Governors are properly involved in the work of the school through membership of committees or as individuals undertaking responsibilities such as special educational needs. They are proud of how the school has responded to the challenges it has faced and they show an active interest in all aspects of its work. Governors contribute to the school improvement plan when it is presented to them by the headteacher. They feel involved in its development and are able to present ideas of their own for example, contributing to the plans regarding the refurbishment of the school. The school improvement plan is an effective document that clearly identifies the school's priorities in terms of raising standards and improving the quality of education. Costs are clearly identified in terms of using the school budget or specific grant funding and this is good practice. The school's statutory targets for English and mathematics were not achieved last year. The targets for the current year are slightly more challenging but not unrealistic for the current Year 6.

48. The school has good procedures for ensuring that the financial resources available to it are used properly to support the educational needs of the pupils. The school employs the services of a 'peri-bursar' from the local education authority; she provides good support to the school and a good level of professional expertise. Consequently, there is a clear cycle of financial planning, linked to the school improvement plan and the monitoring of expenditure is secure. The school has a three-year financial plan that takes into account a falling roll and the school will be able to maintain its current levels of expenditure. The amount of money the school holds in reserve to protect it against unexpected occurrences is planned to reduce this year to a realistic level. The use of the specific funds element of the school's finances and other additional funding, including the school's involvement in the local Education Action Zone, is well directed. The school is now in a better financial position than at the time of the previous inspection when there were considerable constraints on the budget. The principles of best value are applied satisfactorily. The governors question and challenge the school about its performance and other school procedures. They are able to compare the school's performance with what is expected and what is achieved elsewhere. The school staff and governors understand that it is important to obtain best value in purchasing services and resources. However, there are no procedures to monitor and evaluate the school's spending and the impact that spending has on the quality of education.

49. The school's overall administration arrangements and the day-to-day control of its finances are satisfactory. This is an improvement on the previous inspection when inefficiency was identified and improving school administration was a key issue. Appropriate use is made of new technology to support the work of the school and the recommendations of the most recent audit report have been fulfilled.

50. The school, including the Foundation Stage, is satisfactorily staffed with appropriately qualified teachers. Co-ordinators are in place for all the subjects in the curriculum. Some have been very recently appointed, and they have varying levels of experience and subject knowledge. There are two newly qualified teachers and two Education Action Zone funded support teachers. In addition to the full time teaching staff, the school also has the assistance of five qualified nursery and trained classroom assistants, two trained special educational needs support assistants and six classroom support assistants. This is very well targeted provision and they all contribute very well to the smooth running of many lessons. The Site Manager and his assistant are well supported by a good number of cheerful assistants. They all work diligently to keep the school in a high state of cleanliness and have a major impact throughout the school. Performance management is embedded in the life of the school and is regarded as a positive process. Teachers' performance objectives are linked closely to the

school's improvement plan. The school is well supported by a good number of visiting specialists.

51. Procedures for the induction of new staff and the professional development of all staff are both very good. Very good structures are in place to support and develop newly qualified teachers. They speak very highly of the on-going support and assistance that they received from their designated mentor and also from other members of staff. All teachers and support staff attend a wide range of in-service courses, to support their own professional development to the benefit of pupils.

52. The quality of accommodation in the school is very good. This is an improvement on the previous inspection, when it was judged to be good. The school is a partial two-storey building that provides large classrooms for the effective education of pupils. There are two halls, one of which is used as a dining hall. A recently refurbished large library, a comfortable, twelve-station ICT suite and a spacious special educational needs room, all contribute well to pupils' learning. A good number of large rooms are designated for specific curriculum subjects. Other rooms for community use, include a flourishing, well-maintained Breakfast Club for pupils, add significantly to the quality and range of the school's accommodation. Decoration is on-going using bright and cheerful colours. Well-carpeted rooms, stairs and some corridors add significantly to the calm feeling of the school. There is large outside accommodation, including an extensive, well-drained and well-maintained playing field. There are separate, designated play areas for Foundation Stage, Key Stage 1 and 2 pupils. They are all secure and adequately supervised by teaching and support staff. The appearance of the school with its slated roof, well set back from the main road and fronted by large, well maintained, grass areas, is attractive.

53. Throughout the school, the overall quality and range of resources is satisfactory. They contribute positively to pupils' learning. This is an improvement since the previous inspection, when learning resources were judged to be unsatisfactory. They are good in the Foundation Stage, English, science, ICT, physical education and music. Work recently undertaken in the library, included the removal of a very large proportion of unattractive books. The library is of good size and is now very well furnished. The school is in the process of re-stocking. The storage of resources is good; they are readily available and accessible to teachers and pupils alike.

54. With the pupils' positive attitudes and good behaviour, the developing relationships with parents, the good leadership and management of the headteacher and deputy, the care provided and the recent improvements, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In addition to the work already undertaken, to further improve standards achieved, and teaching and learning, the headteacher, staff and governors should:

- (1) Raise standards in English, mathematics and science by:
 - providing planned opportunities for the development of speaking and listening skills across the curriculum;
 - more rigorous monitoring and evaluation of literacy standards;
 - developing strategies to address the differences in performance of boys and girls;
 - improving the quality of targets for pupils with special educational needs so that they are more specific;
 - further developing the use of assessment information to monitor pupils' progress to end-of-year pupil targets that are linked to National Curriculum levels;
 - ensuring that work is consistently planned for all ability groups so that higher attaining pupils are challenged further.

(Paragraphs: 4-8, 18, 20, 21, 24, 27, 41, 45, 46, 58, 60, 61, 67-69, 71, 72, 74-76, 78, 80, 82, 109)
- (2) Improve the proportion of good teaching and learning in the school by:
 - more rigorous monitoring and evaluation of teaching;
 - using examples of very good teaching to further improve the quality across the school.

(Paragraphs: 16-22, 45, 73, 77, 86, 105, 109)
- (3) Raise the levels of attendance by:
 - continuing to enforce the good procedures for monitoring absence and lateness that already exist in the school;
 - providing information in the school brochure on the procedures for parents to follow to inform the school of their child's absence.

(Paragraphs: 15, 39, 42)

In addition to the above, the headteacher, school and governors might like to consider the following minor issue for inclusion in their action plan:

- Improve multi-cultural provision. (Paragraphs: 32, 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	7	17	26	3	0	0
Percentage	7	12	30	46	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	35	238
Number of full-time pupils known to be eligible for free school meals	0	143

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	10	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence

	%
School data	7.8

Unauthorised absence

	%
School data	2.4

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	21	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	17
	Girls	11	11	13
	Total	25	25	30
Percentage of pupils at NC level 2 or above	School	64 (56)	64 (52)	77 (69)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	17	17
	Girls	11	13	18
	Total	24	30	35
Percentage of pupils at NC level 2 or above	School	62 (56)	77 (71)	90 (79)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	17	25	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	10	17
	Girls	11	8	18
	Total	16	18	35
Percentage of pupils at NC level 4 or above	School	38 (33)	43 (41)	83 (55)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	10	12
	Girls	9	10	9
	Total	14	20	21
Percentage of pupils at NC level 4 or above	School	33 (41)	48 (41)	51 (50)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	237
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	11
Number of pupils per qualified teacher	21.6
Average class size	26.4

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	299

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35
Total number of education support staff	2
Total aggregate hours worked per week	35
Number of pupils per FTE adult	11.7

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	825 283
Total expenditure	793 414
Expenditure per pupil	2 487
Balance brought forward from previous year	25 672
Balance carried forward to next year	57 541

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	273
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	46	1	0	0
My child is making good progress in school.	53	40	5	1	1
Behaviour in the school is good.	46	40	9	1	3
My child gets the right amount of work to do at home.	47	32	17	3	1
The teaching is good.	48	46	3	0	3
I am kept well informed about how my child is getting on.	37	46	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	53	37	3	4	3
The school expects my child to work hard and achieve his or her best.	55	42	2	0	1
The school works closely with parents.	37	46	10	4	3
The school is well led and managed.	42	48	4	2	4
The school is helping my child become mature and responsible.	43	43	8	2	4
The school provides an interesting range of activities outside lessons.	42	38	15	5	10

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

56. The provision for the children in nursery and Reception is good. Since the previous inspection the school has worked hard to develop this provision for children under five. All children, including those identified as having special educational needs and the small number who use English as an additional language are well supported. Adults work well together and develop good relationships with the parents and the children, which enables all children to be integrated in the activities offered. Satisfactory structures have been introduced and begin with an effective induction programme, which results in the children settling well into nursery life and after the first few weeks, all come along happily each day. Parents are well informed regarding procedures in both the nursery and the Reception classes.

57. At the time of the inspection there were 39 children in the Nursery. Seventeen children attend part-time and 22 attend full-time. When they enter the nursery the majority of children show well below average levels in all areas of learning and very low levels in basic language skills. In Reception there were 14 children who attended full-time. The information collected about the children when they enter the Reception class shows that attainment is well below average and this is similar to the previous inspection. The current children in Reception are well below average in all areas of learning, with the majority having very limited language skills. Predictions for these children indicate that they are unlikely to reach the expected levels of attainment by the end of Reception or by the age of seven.

58. Teaching is satisfactory and sometimes good. Over time children in the Foundation Stage make good progress given the children's very low starting point and this has been maintained since the previous inspection. Within sessions learning is satisfactory. The nursery nurses give good quality support and are used well and regularly promote good learning because they do not miss opportunities to develop speaking and listening skills. Good learning was seen where a nursery nurse was working with a three-year-old child during a creative activity. She promoted speaking and listening skills well as she tried to explain the difference between white and pale pink paint. The child had difficulty seeing this when the paint was on the brush so she patiently showed him by painting a piece of paper. This resulted in him seeing the difference himself. In another activity, learning was good when another nursery nurse worked with a small group of three and four year olds in the role-play area, which had been converted, into the stable in Bethlehem. Again she worked hard, with a small group of children, in particular with one boy who had very low levels of communication, and developed a very basic understanding of the story. This enabled children to attempt to act out part of the story. One boy excitedly said that he had got "a present for baby Jesus".

59. The curriculum for the Foundation Stage is well planned and is closely linked to the recommended early learning goals. The Reception children are taught separately for literacy and numeracy, but at most other times they work alongside the nursery children. Adults make day-to-day assessments in all areas of learning and these are used to determine the next step of learning. All adults who work with these children understand clearly how young children learn. Profiles recording the progress that the children make are in the early stages of development and procedures in place show that they will be updated each term. Learning resources are good and promote all areas of learning inside the classrooms. Facilities and resources outside are in the process of development and at present are satisfactory.

Personal, social and emotional development

60. Teaching is good and this area is promoted well in everything the children take part in, which results in most children making good progress. However, by the time they are ready to start in Year 1 most children are unlikely to reach the expected levels. Most understand the difference between right and wrong and develop good relationships with each other and the adults who work with them. However, many have limited language and this hinders progress because a large number of children have difficulty explaining what they think, feel or have discovered; for example, as they develop a respect for their own cultures and beliefs and those of other people and as they begin to understand the importance of Christmas and Diwali and other religious festivals which take place in their own families and community. All children show positive attitudes to learning and enjoy coming to school. Most demonstrate satisfactory listening skills as they take part in the activities offered to them but sometimes speaking and listening skills are not well promoted when adults miss opportunities to develop them as they interact during activities. Behaviour is good. Most concentrate well, select activities with confidence as they work in pairs and small groups and begin to develop the skills necessary to work independently. All children, when encouraged to do so, begin to tidy away at the end of the sessions.

Communication, language and literacy

61. The quality of teaching of communication, language and literacy skills is satisfactory and sometimes good. Many children make good progress in the development of speaking and listening skills but speaking and listening skills and writing skills are not consistently well promoted by all adults. For example, when working with the Reception children the teacher did not interact adequately as the children played in the role play area, which was a Post Office. Only the above average child could say what was bought in a Post Office. Most did not know what sort of shop they were playing in. Opportunities are missed as children begin to write independently. As the teacher worked with an above average Reception child in the writing area, she missed the opportunity to develop correct letter formation as the child wrote a list for Father Christmas. Younger children confidently make marks on paper and begin to develop an idea of what their name looks like when written down. This is reinforced well as they register for each session and pick up their written name card with a photograph attached to it. Progress is good but by the time they reach Year 1 most children are unlikely to attain the expected levels for their ages. Children in Reception use a limited range of vocabulary and the more able make statements such as 'I'm a wise man and I have brought a present for Jesus'. Most average and below average children have difficulty recalling information from stories they have heard, for example 'The Christmas Story'. Nursery children often speak in one or two word phrases and a few have difficulty making themselves understood. Many are reluctant talkers and do not interact well as they play together. All children enjoy listening to stories such as 'The Snowman'. Few children were seen looking at books themselves in the classrooms. In Reception, as they get older, more able children learn the names and sounds of some letters and familiar words such as the names of the characters in the books they read. Average and below average children rely on the spoken text and cannot match their voices accurately with the words as they read. All are encouraged to take books home. The children record their ideas and experiences through drawing and writing at a low level. In the Reception class, more able children begin to use letters as they start to develop their writing skills.

Mathematical development

62. Teaching is satisfactory and the children make satisfactory progress. The adults chose many activities, which promote mathematical skills and vocabulary. For example, children in Reception develop a basic understanding of estimating how many objects are in a jar. They begin to use words such as 'more than' but many find this basic mathematical vocabulary difficult to use. A few find it difficult to sustain concentration in a mathematical development session observed because the teacher did not engage all children in her questioning. Counting skills are reinforced well during snack sessions when they count the number of drinks needed and when they learn number songs and rhymes such as 'Five little ducks'. When singing these songs, many children find it difficult to remember the words and the sequence of the numbers up to five. Above average children in Reception count five fingers and then three fingers but then when asked 'How many altogether?' are confused with the word 'altogether'. All children work enthusiastically, in particular on practical number activities such as when playing in the Post Office. As they get older, children learn how to write some numerals demonstrating varying degrees of success. Most children are unlikely to reach the expected levels by the beginning of Year 1.

Knowledge and understanding of the world

63. Teaching is satisfactory and this results in most children making satisfactory progress. Although adults take advantage of many opportunities to promote understanding in this area of learning, this year most children are unlikely to reach the expected standards by the end of the Reception class. Lessons are well organised to give children experiences in this area of learning. The local area is used well, for example, Reception children recently visited a local supermarket but they had difficulty remembering that they went on a bus and what they saw on the way.

64. Activities are well planned as they are shown how substances change. They whisk soap suds with warm water until they get a 'meringue type mixture'. Then they are encouraged to touch the mixture to describe how it feels. Language is limited and more able children say it feels 'squashy' and smells like 'bubbles'. Nursery and Reception children play in 'blue' water but do not know the colour blue. Few have any idea of the concept of 'old' or 'anything that happened a long time ago'. Reception children think that they are old. More able children say that 'grandma is old'. One more able boy said that Jesus was born a long time ago. Children learn about their senses and begin to understand how important it is to be able to hear touch, taste and see. The children confidently select materials and develop skills needed to cut, stick and join materials together. However, many have difficulty using these tools. All children work independently, with support or in pairs as they use simple computer programs, which teach and reinforce many areas of learning.

Physical development

65. Teaching is satisfactory. There are daily opportunities for safe outdoor play where children are well supported. The children in the nursery confidently use the satisfactory range of equipment including wheeled vehicles. When they use the hall they are encouraged to take off their own shoes and socks to develop their personal independence; many need support to do this. They show a satisfactory awareness of space and most listen well to instructions. However, most find it difficult to respond to vocabulary such as 'make a long, thin shape with your body' without support. Opportunities are missed for example in a lesson in the hall, the children were asked to skip around the room. Many had difficulty skipping but they were not shown how to develop a skipping movement. By the time they leave Reception, most children are unlikely to reach the expected levels. The children handle scissors, paint brushes and

pencils with safety but many have weak control. All children play imaginatively with construction toys and materials such as 'Play Doh' as they develop cutting and rolling skills.

Creative development

66. There are many opportunities for all children to express their own ideas and communicate their feelings through well-organised role-play sessions in the classrooms. For example, 'The stable in Bethlehem where Jesus was born' and in 'The Post Office'. More articulate children talk to each other but many play alongside each other and do not communicate readily. Children learn to sing songs by heart such as 'I'm a little snowman'; however, although they sing songs with enjoyment, many have difficulty learning the words. Careful artwork is created using a sound variety of techniques such as painting, collage, printing, and drawing. Adults value all artwork and quality displays enhance the learning environment. Children have printed using sponges and painted portraits of themselves. When they looked at different celebrations they made collages of 'lucky horseshoes and black cats' after they learnt about wedding celebrations. Children's cultural development is promoted well in activities such as these.

ENGLISH

67. Standards are well below average by the time the pupils are seven and eleven. This indicates a slight improvement on the national test results for 2001 when reading and writing at the end of Key Stage 1 and English at the end of Key Stage 2 were very low and in the bottom five per cent nationally. There have been year-on-year improvements for seven and eleven-year-olds in the percentage of pupils achieving the expected levels (Level 2 or above at Year 2 and level 4 or above in Year 6) and this is likely to continue. There are differences in the performance of boys and girls but although the school acknowledges this, there are no strategies in place to address this issue. Given the well below average language skills of many pupils, speaking and listening is not sufficiently well promoted.

68. Speaking and listening skills are well below average. The main weaknesses lie in pupils' inability to find the correct words and language to express themselves. A significant number of pupils speak indistinctly and are difficult to understand. For example, when a pupil wanted to ask an inspector what he was called, his friend had to explain what he had said. This situation reflects the poor language skills shown by many pupils when they enter school and has a significant bearing on pupils' achievement in English throughout the school. Teachers in many classes work hard to increase pupils' knowledge of words and language. They use the correct terms when talking about authors and illustrators and encourage pupils to find interesting words when they write stories. However, progress is slow. In a history lesson with Year 1 pupils, the teacher tried hard to encourage pupils to describe old household utensils. Although pupils were eager to say what they knew, some missed out words and spoke indistinctly. They found it difficult explaining what they wanted to ask a visitor dressed as an elderly lady. However, some teachers promote good habits when they teach pupils to take turns in speaking and to form their lips correctly to pronounce letters. By the age of 11, pupils have built up a greater knowledge of words but their speaking and listening skills are still below expectations. In a class of ten-year-olds, pupils did not listen carefully to the teacher and several spoke indistinctly, with limited vocabulary. By the age of 11, pupils are given good opportunities to develop their speaking and listening skills when they read from 'A Midsummer Night's Dream'. The teacher emphasised how they should say their words and use facial expressions to make their intentions clearer. However, pupils of lower ability had difficulty communicating sentences as a group.

69. By the ages of seven and 11, standards in reading are below those expected nationally. Pupils do not make enough progress. Higher attaining 11-year-olds read fluently.

They pay attention to punctuation and use expressive voices to give meaning to what they read. These pupils show a delight in reading, talk about books they have at home and borrow from the local library. Their pleasure and interest in reading shows when a pupil is able to say that she likes the books of Roald Dahl, Enid Blyton and Dick King-Smith "because of the fantasy" they contain. A pupil of average ability spoke of the enjoyment he got from reading his grandfather's books. However, pupils in other classes say that they have few or no books at home and reading does not appear to be a well-established pastime for many pupils. Although standards are still below average by the age of eleven, pupils make good progress in the Year 6 class due to the emphasis the teacher places on reading. She hears pupils read regularly and expects all pupils to write a brief comment about the books they read. By the age of seven, higher attaining pupils read with little expression. They have not learnt to look ahead and their reading is hesitant. Some pupils pay little attention to the punctuation in their books and this means that it is often difficult for them to make sense of the stories they read. Pupils attempt to say unfamiliar words by working out the sounds of letters and some use more sophisticated methods, such as splitting words into syllables. Other pupils, however, guess at words. A higher attaining seven-year-old said 'thought' instead of 'four' and a lower attaining pupil said 'football' instead of 'see' because there was a picture of a ball on the page. Sound teaching of the National Literacy Strategy means that pupils understand terms such as author and illustrator, and how to find information using the contents and index pages. The school has set up a Reading Club for seven-year-old pupils to create more interest. However, this only benefits those pupils who volunteer to attend, who, nevertheless, do learn to enjoy books. The school has arranged for librarians from the local library to visit regularly and they show pupils how to use the library system to find the books they want and tell pupils about services offered by the library.

70. Pupils make erratic progress in reading. Many enter school with poor language skills and the school tries hard to overcome these problems. However, teachers' comments in some reading records show that their assessments of pupils' progress is not rigorous enough. Comments, which say why pupils are succeeding, or what they need to do to become better readers, help pupils to improve. Comments are less helpful when teachers write '...found this hard', but do not say how the problem might be overcome. Teachers do not always make sure that pupils read books that match their ability so that some pupils read books that are too difficult, while others are given books that are too easy for them.

71. Standards in writing are well below average by the ages of seven and eleven. Nevertheless, results of National Curriculum tests since 1999 show that the implementation of the National Literacy Strategy is improving standards slowly. The biggest improvement has been by pupils aged seven. Pupils write for a range of purposes and audiences. By the age of 11, pupils re-tell some of Shakespeare's plays in modern terms. They use computers to compose letters to Harry Potter's uncle complaining about his treatment of Harry. Pupils choose their words carefully and show the strength of their feelings when they write 'I am writing in disgust at your behaviour towards Harry. It is appalling.' This work shows the benefit to pupils of being able to use the computer to revise and review their work to make it more interesting and precise. When writing directly into their books, average and lower attaining pupils write in simple sentences that do not let the writing flow. Higher attaining pupils, however, have better understanding of developing their stories when they learn to use complex sentences and techniques such as alliteration. For example, a ten-year-old pupil wrote 'Clouds are fluffed up furry sheep, flocking across the sky'. By the age of eleven, pupils separate their work into paragraphs and are introduced to a wide range of punctuation but it is only higher attaining pupils who use the punctuation with confidence. Seven-year-olds write instructions for making sandwiches and use the computer to help them put the instructions in the correct order. Some pupils do not make as much progress as they should. They retell the story of Cinderella but they find it difficult to use descriptive words to make their stories interesting and lively. Higher attaining pupils set down their work in sentences, which are

usually punctuated with capital letters and full stops. Average and lower attaining pupils, however, seldom use full stops. They put capital letters on words that do not need them and miss words out of sentences. This makes their work difficult to understand. By the age of eleven, higher attaining pupils develop a fluent style of handwriting. Their writing is neat and in some cases is developing into a mature, distinctive style. Too many pupils, however, do not take sufficient care with their writing. They do not join their letters consistently and are careless about making their letters the same size. Pupils use writing in other subjects such as science, when they describe experiments they have carried out, and in describing Remembrance Sunday in religious education.

72. Pupils with special educational needs receive satisfactory support. Classroom assistants work hard to make sure that these pupils take an active part in lessons and keep them working hard. However, the work they are given to do does not always match their needs and this stops some pupils making as much progress as they might. For example, a nine-year-old pupil was given a worksheet asking her to underline the characters in a play, but did not know what characters were.

73. Teaching is satisfactory at both key stages, with some excellent teaching in Year 1 and Year 6. During the inspection, there was no unsatisfactory teaching in English and this is an improvement since the previous inspection. The two excellent lessons were characterised by a sense of urgency and the high expectations the teachers had of pupils. In the class of six-year-olds, the teacher expected pupils to take a full part in the lesson and they responded with enthusiasm, competing with each other to write words containing specific vowels. Pupils with special educational needs tried desperately hard and were thrilled when they were able to give correct answers. All pupils were involved in the lesson. A lower attaining pupil was very proud to be chosen to be 'teacher' and checked other pupils' work carefully. In a lesson with eleven-year-olds, the work was no less challenging. Pupils were not allowed to waste time and responded very well when the teacher set time limits for their work. Consequently, they concentrated well and wrote sentences with the correct punctuation. The teacher checks how well pupils understand their work with searching questions and then challenges them to try harder. For instance, higher attaining pupils writing a speech for a fourth witch to add to Shakespeare's 'Macbeth', were asked to include alliteration in their writing. Planning in these lessons was thorough and excellent use was made of the classroom support assistants, who made sure that lower attaining pupils and those with special educational needs were able to make the same very good progress in the lesson as other pupils. Lessons are less successful when teachers do not ask questions, or provide worksheets, that can be understood by all pupils. This means that the work given to lower attaining pupils is too difficult for them and, consequently, they do not make as much progress as they should. Teachers sometimes miss opportunities to develop pupils' skills. The school has set a target to improve pupils speaking and listening skills. In some lessons, however, teachers accept one-word answers from pupils, which means that pupils do not learn to make themselves clearly understood. When pupils worked on computers, putting instructions for making sandwiches into the correct order, the sentences used were written by the teacher, not the pupils. The use of assessment to show teachers what they need to teach next is not yet well established. Although some teachers assess how well pupils have done each day, they do not always make use of this information when planning the next day's lessons. Teachers mark pupils' work promptly but the comments they make do not always help pupils make progress. This happens when teachers do not tell pupils why their work is good or how it can be improved.

74. The management of the subject is unsatisfactory. Although there has been some improvement, results in English over the last four years have remained very low. The co-ordinator, who shared the post with another teacher until the start of the school year, does not yet have a clear picture of what needs to be done to raise standards. Although governors

checked pupils' books during the summer term, the co-ordinator does not check pupils' work often enough so that areas of weakness can be identified. The results of National Curriculum tests are checked by the teachers whose classes take the tests but weaknesses are not discussed sufficiently with other teachers so that all teachers are aware of what needs to be done to raise standards. Teachers set pupils' individual targets once a term and this is not frequent enough to allow pupils to make much progress. The subject action plan does not contain enough detail about how the school can achieve the targets it has set itself. The targets themselves are too broad and do not identify specific areas that need improving. The school has good resources for teaching English, although there are not enough books in the library.

MATHEMATICS

75. Standards in mathematics are well below average for pupils in Year 2 and 6. This is similar to the previous inspection although at both key stages there have been improvements in the percentage of pupils achieving appropriate levels since 1999. The trend of improvement is in line with the national trend at the end of Key Stage 2. However, standards are not as high as they should be and there are some marked differences in the performance of boys and girls. Some teachers do not expect enough of the higher attaining pupils who do not always make the progress they are capable of. Pupils with special educational needs are often well supported. On these occasions they often make good progress in relation to their prior knowledge and understanding.

76. By the age of seven, pupils are not as confident with their mental mathematics as they should be and only the higher attaining pupils have a secure understanding of simple place value. Pupils can identify simple number patterns, for example, odd and even numbers, and undertake simple number problems. Their use of mathematical language is simplistic and underdeveloped. Pupils measure in centimetres and are beginning to recognise and use simple fractions. Work is not always presented as well as it could be and pupils are not confident in explaining their work and giving reasons for answers being correct. By the age of eleven, the pupils are keen mathematicians even though a significant proportion of the pupils, are not achieving expected standards. They have covered a good range of work including multiplying and dividing by 10 and 100 to decimals, looking at the relationships between fractions and decimals and plotting co-ordinates. Pupils have worked with percentages and studied probability. Despite this hard work, there is a significant number of pupils who are less secure with their mathematical knowledge and are limited in their understanding of number.

77. The quality of teaching is satisfactory overall, but could be better. A number of very good lessons were observed during the inspection in Years 1, 5 and 6. In these lessons time was used exceptionally well and pupils learnt very effectively. The mental mathematics sessions, which normally starts numeracy lessons, all had pace and all pupils were questioned effectively and involved in the lesson. Pupils were encouraged to discuss their answers and the use of mathematical language was consistently encouraged. This was particularly noticeable as Year 6 pupils discussed their responses using 'show-me' cards to the differences between two numbers using multiples of 10 and 100. "How can we check to see whether our answers are right?" asks the teacher, to encourage pupils' thinking. In all of these lessons, the teachers had secure subject knowledge and were able to explain the requirements of the lesson clearly and carefully. Consequently, pupils of all abilities knew very well exactly what was expected of them. This was well illustrated in the Year 5 lesson, as the classteacher discussed with the pupils how they were going to estimate the weight of objects and decide on the appropriate equipment to measure the weight. Pupils dispersed to their activity groups with a very good understanding of what they were doing and proceeded to work well with each other. The pupils in Year 1 undertook their lesson in the computer suite

as they reinforced their understanding of 'more than' and 'less than.' Again, the lesson had rapid pace with all pupils participating. In these lessons, pupils learnt very effectively, applied considerable effort and maintained very good concentration.

78. All teachers are familiar with the National Numeracy Strategy, which is used satisfactorily. However, in some lessons that are judged to be satisfactory overall, there are missed opportunities to make learning even better. Some lessons need more pace and teachers should have higher expectations of what their pupils can achieve. Insufficient demands are made on some pupils, particularly the higher attainers. Although all lessons are planned to take into account the different ability groups found in all classes, some teachers deal with this more effectively than others. As a result, in some classes pupils are undertaking work that is either too easy or too hard. This is particularly noticeable in the mixed age classes. Teachers start their lessons with a mental mathematics session, which in many instances, is an enjoyable start. However, some teachers do not sufficiently involve all of the pupils in their class. This is particularly noticeable regarding the participation of boys and girls. Some teachers appear unaware of the differences in performance between boys and girls and do not take sufficient account of this in class discussion or their planning. Lessons are planned appropriately and due regard is taken to the recommendations of the numeracy strategy. The school has taken the decision to plan on a daily basis so that day-to-day assessment can influence future planning. This is good practice; however, some teachers are more effective in their lesson evaluations than others.

79. The use of ICT to develop mathematical knowledge, skills and understanding is underdeveloped. A number of lessons observed during the inspection could have been enhanced by the use of ICT. Two lessons were observed in the computer suite. A Year 1 lesson was very successful but a Year 3 lesson related to data handling was not successful because the task was too difficult and not appropriate to the experiences of the pupils. A Year 6 ICT lesson involving spreadsheets had good links with numeracy. The promotion of numeracy skills across the curriculum is satisfactory overall.

80. The subject co-ordinator is an experienced teacher with a good understanding of the school's strengths and weaknesses in mathematics. She has some good ideas, particularly in improving the achievements of girls. The school has also received intensive support in mathematics from the local education authority. The subject co-ordinator has been able to monitor planning and pupils' work but has not yet undertaken any monitoring of teaching. The school has satisfactory assessment procedures in theory to monitor pupils' progress and influence future planning. However, these procedures rely heavily on teachers' assessments, which in turn requires staff to have an accurate understanding of pupils' achievements. As a result of the school's involvement in the Education Action Zone, a support teacher has been allocated to the school on a part-time basis to work with higher attaining pupils. This is a good resource. Although many pupils have a good understanding of what they are doing in lessons, their understanding of their numeracy targets is less consistent. In Years 5 and 6, the pupils confidently explain their numeracy targets and whether they are going to achieve them. During the Year 1 numeracy lesson, the pupils discussed their targets. However, elsewhere in the school, the picture is less secure. When questioned about their targets in the mixed age Year 1 and 2 class, the pupils had very little understanding of what they meant, even though they were prominently displayed on the class wall.

81. Resources for mathematics are satisfactory. Given that the pupils' starting point is well below average, their achievements are satisfactory. Standards are improving, albeit slowly. With this in mind, the subject has developed satisfactorily since the previous inspection.

SCIENCE

82. Inspection evidence identifies that standards for pupils aged seven and eleven are below the national average. The progress that the pupils make throughout the school is satisfactory. In the previous inspection, standards were judged to be similar. Since that inspection, standards have been variable, but since 1999 there has been an upward trend, with a considerable improvement in 2001.

83. Pupils have a developing knowledge and understanding across the science curriculum. In Year 1, pupils begin to develop their skills of enquiry by investigating the effects of blowing, pushing and pouring water on houses that have been made from a good variety of different materials, during their work in other curriculum areas. Their understanding of what constitutes a fair test is well developed. In Year 2, pupils discuss different light sources before making electrical circuits. By the end of Key Stage 1, pupils develop a good awareness that there are many types of food of which some are healthy and some are not. The ability to record planning, predictions and findings is very limited by their poor literacy skills.

84. In Year 3, pupils discuss what constitutes a fair test. They then make controlled investigations, using pipettes that contain equal volumes of water, to test the property of absorption related to a good variety of materials of equal area. Year 4 pupils study the life processes of moving and growing in a human being. They identify the major external body parts and discuss the importance of good eating and drinking habits for overall body development. They discuss physical development from baby to toddler and the importance of their communication from crying to early talking. In Year 5, pupils investigate the change in pitch of a stringed instrument. They suggest how to change that pitch by changing the length, thickness and tightness of the string. They then decide whether or not findings support their predictions. Year 6 boys and girls plan investigations into how they might make sugar lumps dissolve more quickly. They use planning sheets to make statements to support their predictions such as "the longer you stir, the quicker the sugar dissolves". Previously they have investigated ways of cleaning water using filters, before further investigation into purity of liquids such as vinegar, filtered water, bottled and tap water. A large proportion of pupils continue to have difficulty in presenting their work in written form because of their underdeveloped literacy skills. When pupils undertake national tests, this weakness is appropriately supported by the provision of adult 'readers', which enables a satisfactory proportion of pupils to achieve national standards.

85. Most pupils show a good level of interest in science activities and make good progress in their investigative work. For example, when carrying out fair tests, pupils identify what is required, what they need to do, what they think will happen, measure practically, compare and then try to record. Many pupils have sound subject knowledge and understanding. Year 1 pupils openly deride their teacher's deliberately way-out proposals of what would make 'fair testing' and instruct her as to how the tests could in fact be made fair. Science is fun and their understanding is secure.

86. The overall quality of teaching and learning is satisfactory but in lessons inspected, this quality ranged from excellent to unsatisfactory. The previous inspection judged teaching to be 'usually satisfactory and sometimes good or very good.' In an excellent Year 1 lesson and in a very good Year 6 lesson, teachers' very secure knowledge and understanding of how to teach scientific enquiry, supported pupils' learning very well. They used these to good effect by providing appropriately challenging, open-ended investigations. Planning was very good and they managed time effectively. This ensured a brisk pace and sustained pupils' interest. Very effective use was made of questioning to encourage pupils to describe and explain what they had observed. These teachers used scientific vocabulary appropriately and

deliberately directed questions to involve both boys and girls. Tasks were suitably chosen to build on pupils' previous learning according to their ability. In the Year 1 lesson, very effective use was made of classroom support assistants who played a full and effective part in the lesson.

87. In an unsatisfactory, 'sources of light' lesson with Year 1 and 2, the teacher strongly encouraged pupils not to attach wires to the bulb socket connectors. They were instructed to hold the wires against the bulb to make the circuit complete. In so doing, pupils themselves became an intrinsic part of any circuit formed. This was unsatisfactory concept development. Resources to support the lesson were not checked for working order and it was not possible for a good proportion of pupils to find success in the task. During the plenary session, the young pupils were to think of and name any light source that does not produce heat. Lack of resource planning and insecure subject knowledge, resulted in most pupils making unsatisfactory progress.

88. Leadership and management are very good. The co-ordinator works closely with colleagues to improve all aspects of science, particularly to improve the teaching of investigative skills. Planning is secure, understood by most members of staff, consistent in approach and carefully monitored by the co-ordinator. She is keen to develop non-compulsory assessment procedures for all year groups, in order to identify weaknesses in pupils' learning and to inform teachers' future planning. The co-ordinator has worked hard and effectively to raise standards in science. During the last academic year, a good proportion of Year 6 pupils achieved higher than expected standards in national tests. Opportunities for the co-ordinator to monitor teaching and learning are underdeveloped. ICT is insufficiently used. Good quality resources are in topic boxes, labelled and stored centrally, ensuring easy access and availability. This is a good improvement since the previous inspection, when resources were judged to be unsatisfactory. Science is well supported when Year 6 pupils visit a re-cycling glass factory and also 'Exploding Custard' which involves demonstration of scientific experiments. They experience a four-week programme of investigative activities led by a tutor from a local college. This is very good provision of experience.

ART AND DESIGN

89. By the age of seven, all pupils make satisfactory progress and reach standards, which are expected for their ages. As they get older pupils build progressively on previous learning and most develop a satisfactory knowledge of other artists as they experiment with a good range of media and develop their art and design skills. By the age of eleven pupils reach standards expected for their age. These standards have been maintained since the previous inspection.

90. Pupils have recently been given sketchbooks but because the book contains work for art and design and design and technology some pupils are slightly confused between the two subjects. Because of the way art and design is planned there was little evidence in these books. Pupils in Year 1 have started to develop an idea of sketching buildings. This work was stimulated after a visit to the local art gallery. They later went on to paint their drawings. In Years 3 and 4, pupils have been investigating 'journeys'. Pupils have looked at books, the work of famous artists and maps showing different ways journeys are represented. This work linked well with skills and knowledge previously taught in geography. Pupils have the opportunity to develop art-work using clay as was shown in Year 5 when they made pots. Previous work shows that pupils in Year 6 have studied the work of Vincent Van Gogh and developed their own colourful and carefully painted pictures of 'Sunflowers'.

91. Discussions with pupils and displays around the school clearly shows the satisfactory progress made by the ages of seven and eleven but there is little evidence to indicate that pupils have developed much three-dimensional art work or used ICT to support the subject. Past and present art and design work indicates that pupils use a satisfactory range of materials, tools and techniques, which show increasing accuracy to detail. In some classes such as in Year 6, mathematical skills are promoted well as pupils measure and cut pieces of material before beginning their 'group tapestry'. The subject promotes pupils' social and cultural development when they work together in groups and when they learn about many different artists in the world.

92. The quality of teaching in art and design is satisfactory but some good teaching was seen in the upper part of the school. Good elements in teaching include good reference to the specific vocabulary associated with the lesson, such as in a Year 6 lesson when the teacher asked pupils to identify the different 'textures' in the materials they were using. In addition she gave many opportunities for pupils to develop speaking and listening skills which reinforced what was being taught and promoted the good learning in the lesson. There were good opportunities in this lesson for pupils to make decisions for themselves; this promoted good independent learning. Generally pupils enjoy art and design and work well together in groups, developing good relationships with each other and the adults who work with them. Support staff are used well and the quality of support they give is at least good and sometimes very good. This enables learning to be satisfactory, in particular for those pupils with special educational needs who receive this extra support. In a few lessons where art and design skills were not well developed by the teacher, the classroom assistants developed them well with the group they were working with. Teachers sometimes miss the opportunity to allow pupils to comment on the work of others. They look at the work others have done but opportunities to comment and thus develop speaking and listening skills are not consistently applied.

93. Art is being managed by a temporary co-ordinator who is well aware of the strengths and the areas for development in the subject. Teachers plan using the national guidelines, which ensure that skills are progressively taught as pupils move through the school. There is some evidence of ICT being used to promote the subject but this is not consistent throughout the school. Assessment procedures are in the process of development. Pupils do have

some opportunities to visit local art galleries but the co-ordinator has identified the need to develop the educational visits and visitors invited into school to support the subject. The art club, which is held weekly, is popular and involves pupils in Years 5 and 6.

DESIGN AND TECHNOLOGY

94. Progress is satisfactory for all pupils and the standards which pupils reach are similar to those expected for their ages by seven and eleven. This is an improvement since the previous inspection when standards in design and technology were reported as being below those expected by the ages of seven and eleven. Owing to the way in which the timetable was arranged, only one lesson was observed in which teaching was very good. This was taught by the co-ordinator and clearly showed that she has very good subject knowledge and is aware of the importance of teaching the skills necessary to construct and evaluate the houses they had previously made and those they were making. During the lesson Year 1 pupils had very good opportunities to evaluate what they had made. They worked well together and used a good range of materials and tools safely and with great enjoyment. Support staff were used very well and promoted the learning in this lesson, which was very good.

95. Teachers' planning indicates that an appropriate amount of work has been completed and a suitable range of tools and materials are used. In all classes, pupils develop a satisfactory understanding of designing, planning, making and evaluating. For example, pupils in Year 2 work on developing an idea of how moving pictures and cards work, as they design a Christmas Card. Discussions with pupils in Year 2 indicate that they are beginning to show an understanding of words specific to the subject such as 'levers' and the importance of evaluating finished constructions. They have a good idea of the materials and tools they have used and what labelled diagrams are. After looking at the way products are packaged, pupils in Years 3 and 4 designed and made their own. This was developed well and linked with ICT as they designed their own advert to promote their product. In Years 5 and 6, pupils are working on designing and constructing 'Fairground Rides'. Pupils in Year 6 use vocabulary that is specific to the subject such as 'axles' with growing confidence, which demonstrates satisfactory understanding. They show a satisfactory understanding of food technology as they talk about the 'buns and sandwiches' they previously made. Pupils use a wide range of tools and materials and talk about linking measuring skills and writing skills to the work they have done in the lessons. All pupils have good attitudes to the subject and enjoy what they do.

96. The subject is well led by an enthusiastic, newly appointed co-ordinator. She has monitored plans and work produced in Key Stage 2 and is aware that assessment procedures are underdeveloped. Teachers use the national guidelines to plan lessons and these enable all pupils to be taught relevant skills, knowledge and understanding progressively. Work in design and technology links well with other subjects such as English, history and mathematics. However there is little evidence to suggest that ICT is used to support this curriculum area. Resources are satisfactory to support learning. There are good opportunities to promote the development of social skills in the subject as pupils work together in-groups and share tools and materials.

GEOGRAPHY

97. Attainment in geography is typical of that expected of 11-year-olds but is below that expected of seven-year-olds. This means that standards have improved since the last inspection for 11-year-olds but have remained the same for seven-year-olds, who do not make enough progress.

98. By the age of seven, pupils study life in Mexico. They learn about the types of houses to be found there, the kind of crops that are grown and the food that is eaten. Pupils learn the correct words such as tortilla, sombrero and maize. They write lists of differences between life in Mexico and England. However, pupils' understanding is sometimes confused and they do not do enough writing that would give them the chance to show how well they understand the differences. Pupils' are held back by their poor language skills. Their knowledge of their own locality is below expectations. Pupils know their own addresses and that they live in Hull but do not know that Hull is a city and cannot describe how a city differs from a town or village. They talk about the ships that come into the docks and that goods are taken away from the docks by lorries. However, they were unable to name either the River Humber or the River Hull.

99. By the age of eleven, pupils learn about river systems. Higher attaining pupils draw diagrams about how rivers are formed and write clear explanations of how streams join rivers and add to the flow of the water. Average and lower attaining pupils' writing is less clear due to their weak language skills but their answers to questions show that they have a sound grasp of the topic. For example, they were able to say how rivers are used for leisure activities such as fishing. Pupils learn the correct words to describe the stages and processes by which a river is formed and give accurate descriptions of the meanings of words such as meander, tributary, erosion and deposition. Higher attaining pupils combine work done in lessons with research they have carried out on the Internet to produce a chart showing the stages in the formation of a river, with brief descriptions of the stages. Eight and nine-year-old pupils study the differences between life in Hull and Chembakoli, a village in south-west India. Higher attaining pupils compare their school timetable with that of pupils in Chembakoli but do not easily identify differences. They find it difficult, for instance, to work out that their school day is considerably shorter than that in India. Pupils do not understand, without a great deal of prompting, why Tamil, the language spoken in that part of India, is included on the timetable. Average and lower attaining pupils find it difficult to describe differences on the way to, and at school. Lower attaining pupils and pupils with special educational needs receive valuable help and encouragement from classroom support assistants but are often only able to write single word answers.

100. No geography lessons were seen involving pupils aged five to seven, nor with ten and eleven-year-olds. In the lessons that were seen, and judging from work in books, teaching is satisfactory and there is some good teaching. This is similar to the situation at the previous inspection. Teaching was more successful when the teacher thought of interesting ways to introduce the subject. For example, in a lesson where schools in India and Hull were compared, the teacher started the session by sitting on the floor to mark the attendance register. Most pupils did not make the connection at first to a picture showing pupils and teacher sitting on carpets in a school in India. Good use was made in another lesson of information gained from a visitor whose husband had been to school in India. Pupils make good progress when teachers challenge their assumptions about life in India and teach that electricity is used in villages there. Teachers make links with other subjects. Mathematics skills are practised when pupils draw graphs showing the rainfall in Chembakoli, although the charts are not complete as figures for March are omitted. Pupils add to their knowledge of rivers when they study water in science lessons. However, teachers miss opportunities to develop pupils' geography and literacy skills. In some lessons, teachers do not expect pupils

to answer in whole sentences and too willingly accept one-word answers. Teachers do not expect pupils to do enough writing. For example, pupils write lists of differences between life in Hull and Chembakoli but are not given the opportunity to explain why the differences exist. Pupils learn more when they are challenged to take responsibility for their own learning, for example, when eleven-year-olds produced a display after finding out about rivers on the Internet. In the same topic, the teacher broadened pupils' knowledge to include work on flooding when pupils looked at the school grounds and identified areas where water collected due to hollows in the ground and poor drainage. Teachers make good use of classroom support assistants to ensure that lower attaining pupils and those with special educational needs take part in lessons.

101. The management and leadership of the subject are satisfactory. Resources are satisfactory and are easily accessible. The scheme of work, based on national guidelines, is sound. However, pupils work needs to be checked more regularly so that the school can get a better idea of standards and work to improve pupils' learning, particularly by the age of seven. Pupils need to be given opportunities to write more in geography lessons to develop their English and geography skills.

HISTORY

102. Attainment in history is typical of that expected of eleven-year-olds but is below that expected of seven-year-olds. This means that standards have improved for eleven-year-olds since the previous inspection but have remained the same for seven-year-olds. Pupils talk knowledgeably about what they have learnt in history. However, the progress of seven-year-olds is not as good as it should be because many find it difficult to write what they want to say and some have frequent absences from school and miss sections of work.

103. Eleven-year-olds make good progress in lessons when they learn about how life has changed in Britain since 1948. They learn how to find out about things in the past by reading books and old newspapers, looking at photographs and pictures, handling old objects and talking to people who were alive in 1948. Pupils use the videos, the Internet and CD-ROMs to gather information. Average attaining pupils watch videos of music from the early 1950s and work out that prior to that young people had to listen to music intended for their parents. With help from classroom assistants, they ask good questions and make good comparisons between different ages. Higher attaining pupils take books from the library and look at old newspapers to find out about fashion, radio and television. They use their imagination to work out that one of the inspectors was at school during the time they are studying. They form questions well to find out from him how people entertained themselves before many homes had televisions and the part played by the coronation of the Queen in increasing sales of televisions. Pupils learn that over the years people's life styles changed as wages rose and they were able to buy more goods. Lower attaining pupils and pupils with special educational needs, for example, worked well with classroom assistants to find out that people gradually gained access to a wider range of food from other lands.

104. Seven-year-old pupils make good progress using their observational skills in a lesson in which they learn about London at the time of the Great Fire. They look at a picture of the diarist, Samuel Pepys, and compare his clothing with what is worn today. Pupils find out that he buried important papers, wine and cheese when his house was in danger of catching fire and say what items they would bury. From the discussion that followed, pupils learn that buried articles are sources of information. Pupils gain a better understanding of the present and past when they learn about famous events and people in history. They are able to say that the fire started in a baker's shop in Pudding Lane and spread easily because most of the houses were made of wood. Pupils know that people had only buckets and pumps to fight the fire. They discover something of the life of people in those times, such as that people like

Samuel Pepys wore wigs and had frills on their shirts. Six-year-old pupils make very good progress in distinguishing between life now and in the past in an excellent lesson during which they handled and used articles such as a washboard, dolly legs and an old iron. They find out how difficult it is to use the dolly legs and compare them to the modern appliances used by their mothers. They respond very well when two adults dress in period clothes to tell them what life was like in the past. Such was their involvement and enjoyment in the lesson that they listened with rapt attention while their headteacher, dressed as an old lady, described how people used earth toilets in the past. Pupils treated the subject with all seriousness.

105. Teaching in history is satisfactory but, during the inspection, some good and excellent teaching was seen. In the excellent lesson, the teachers' planning was thorough. She made excellent use of classroom assistants to support pupils and provided a stimulating experience, which held the imagination and enthusiasm of pupils to the last minute. The teacher ensured that all pupils were involved. However, in another otherwise good lesson, the teacher directed most of his questions at boys and pupils with special educational needs so that girls were not able to show what they knew. In the lessons seen, teachers ensured that pupils were provided with good quality articles to handle and a wide range of sources of evidence was provided. Teachers control children well and use good strategies to encourage pupils. A six-year-old pupil, eager to give answers, was kept in control but still encouraged to take part when the teacher said, "I know you know the answer. Would you like to check if we're right?" In a class of seven-year-olds, the teacher used humour to establish good relationships. However, teachers do not expect pupils to write enough so that they can explain what they have learnt. There is not enough challenge for pupils when they are all expected to copy the same work. Although teachers use questions well during lessons to judge how well pupils progress, they do not always write comments in books that help pupils to improve their work.

106. The management of the subject is satisfactory. The scheme of work is adopted from nationally agreed guidelines. The co-ordinator sees teachers' planning once a term and has checked teaching and learning in three lessons. However, the co-ordinator has not checked pupils' work in all classes for over a year and, consequently, does not have a clear idea of what standards in history are across the school. Resources are satisfactory and are supplemented by project collections from the museum service and the local library, and objects borrowed from staff and parents. This has enabled the school to mount a comprehensive display of household objects for six and seven-year-olds. Pupils' learning is further enhanced by visits to places such as art galleries, The Old Grammar School and Eden Camp.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Standards in ICT are below those expected for pupils of seven and eleven. Although standards could be better, there have been significant developments in the subject since the previous inspection where standards were well below those expected nationally. Standards are rising in the school and many of the current Year 6 pupils are working at appropriate levels in some ICT activities. Progress through the school is satisfactory overall. Because of recent improvements the school is well placed to continue its development and there is the capacity to succeed amongst most staff and the subject co-ordinator. There are a number of reasons for the particularly good recent progress in the subject. One of the main priorities of the Education Action Zone is to support the development of learning skills through ICT. As part of this process the school has received good quality support from the Zone's ICT innovator who is an experienced teacher with very good subject knowledge. This has benefited the school, particularly in areas such as developing resources, the curriculum and supporting the staff. ICT development is a very significant part of the school's overall strategic

development and the action planning for the subject is good. Although the subject coordinator would acknowledge the school's dependence on the ICT innovator, in her own right she has a good understanding of how the subject should develop, is a very good teacher and a positive role model for other staff. The staff are currently undertaking professional development and training in the subject and their knowledge and understanding of ICT is quite varied. Some staff are not so confident as others.

108. Year 2 pupils do not confidently discuss their experiences of ICT inside or outside the school. Some are able to talk about using the computer as a word processor and others describe using an art program to produce pictures. Their knowledge of saving and retrieving work is sketchy. Very few of the pupils have computers at home and do not have opportunities to practise and develop their keyboard skills beyond the time they have in school. Year 6 pupils are far more confident. They talk about using the Internet to support other work in the class, for example, history or writing biographies in English. They develop and use spreadsheets, with the higher attaining pupils confidently adding to and amending their work as they work out the profits to be made running a school disco and selling drinks. They articulate their concerns about the Internet and how it can be used positively but their general knowledge of how ICT is used outside school is weak, as are their views on comparing the effectiveness of ICT with alternative methods. Many of the pupils have not used e-mail or other equipment such as digital cameras. However, Year 6 pupils did talk very confidently about their ICT targets and whether they were going to achieve them or not by the end of the term. This is good practice and gives pupils a clear understanding and involvement in their learning.

109. Teaching is judged to be satisfactory overall, although some very good teaching was observed during the inspection, as well as some unsatisfactory teaching in a numeracy lesson with strong ICT links. Many of the teachers are still tentative about using the ICT suite and rely on the expertise of the ICT innovator and some of the classroom assistants who are quite knowledgeable with computers. Although pupils learn appropriately, some pupils could make better progress, particularly higher attaining pupils who are not always challenged effectively. The main reason for this is that in most lessons, pupils are expected to undertake the same work. In a very good Year 6 lesson, good organisation ensured that appropriate work was directed to different ability groups so all pupils learnt effectively. Lower attaining pupils enjoyed developing their understanding of 'tables' using spreadsheets, whilst higher attaining pupils were extended further and given a more challenging exercise. Much of this was the result of good day-to-day assessment of the pupils from their previous work that allowed the classteacher to plan her lesson carefully and effectively. This is a weakness in other classes. On some visits to the computer suite time is wasted as pupils 'log-on' to the system. As some pupils do this quickly they become distracted while waiting for others to do the same. Good teachers organise their lessons so this does not slow learning and the whole class does not have to wait until everyone has completed this task.

110. The pupils enjoy ICT and are enthusiastic about the subject. They generally work well together as they proceed with activities. However, on some occasions a dominant partner can monopolise the keyboard and mouse and some teachers pay insufficient attention to this and do not monitor the situation effectively. During the inspection some limited examples were observed of ICT supporting other areas of the curriculum. For example, Year 1 developed their mathematical knowledge and understanding well in the computer suite. Overall, ICT is not used effectively or consistently to support other areas of the curriculum. During the inspection there were a number of lost opportunities, particularly in numeracy, when ICT could have been involved. Likewise, the lessons developed in the ICT suite are not always consistently followed up with the class computer. This is particularly important given that many of the pupils have limited access to computers outside school.

111. Resources in the school are good although the ICT suite becomes hot and stuffy on sunny days and can make lessons uncomfortable. The subject is well managed and has a high profile in many classes with displays supporting the pupils' learning. Assessment which is based around the teachers' short term planning is inconsistent and could be more effective. However, there is an altogether more positive picture in the school than at the time of the previous inspection.

MUSIC

112. Standards through the school are the same as most other schools. Overall, boys and girls of all ages and abilities achieve as well as they should. Where teacher expertise is high in specific classes, learning is better. At the time of the previous inspection, standards through the school were judged to be similar to national expectations. Pupils enjoy music and are provided with a good variety of practical and interesting activities from an adopted, national curriculum. However, there are weaknesses in the management of the subject.

113. Year 2 pupils sing 'Pass the Beater' tunelessly and enthusiastically from memory and learn to control the sound made by a good range of instruments. They consider duration and volume when selecting sounds to complement and tell the story of 'The Hungry Caterpillar'. They learn to read simple music notation and say a sequence of notes, for instance 'short' and 'long' and play this on musical instruments. They successfully appraise each other's performance and say whether the notes played were short or long.

114. Year 4 pupils match musical notation to a food grid when tapping out the rhythm and chanting the associated words. In small groups they learn to refine their developing skills in reading music from a simple score.

115. During a whole school singing session, most pupils sing with great gusto and enthusiasm while practising listening skills and repeating words from a language totally unknown to them. They make good progress in a short period of time. Most pupils sing with control and exhibit clear enjoyment when concluding with 'Little Donkey'.

116. The quality of teaching and learning is satisfactory. Class management skills support periods of purposeful, noisy activity linked to good opportunities to investigate and practise a variety of tone and duration with a good variety of instruments. Pupils are encouraged to evaluate the work of others and to refine their own skills and techniques.

117. For the past three months, leadership has been the responsibility of a non-specialist teacher. He says he is not musical. At present therefore, leadership is very limited. However, the school has two newly qualified teachers, one of them being a music specialist. A peripatetic music teacher gives clarinet lessons to five interested pupils who have proven ability to make progress. The music adviser visits the school and occasionally leads whole school singing sessions. He trains selected pupils, alongside those from other primary schools, to present a singing concert at the City Hall. A recorder group supports Year 3 and Year 4 pupils' musical interests, with a guitar club available to boys and girls in Year 5 and Year 6. Resources to present a varied music curriculum are good. Teachers take their classes to a designated music room where resources are stored and are immediately accessible.

PHYSICAL EDUCATION

118. At the time of the previous inspection, attainment in physical education was in line with national expectations and pupils made satisfactory progress through the school. A limited number of lessons were observed during the current inspection. Standards and

progress achieved by all boys and girls are satisfactory. Standards in swimming are good due to the effective provision.

119. Teaching seen was always satisfactory. Skills and techniques were well taught, for example the importance of body posture when landing. Teachers dress appropriately to allow demonstration and to motivate pupils to dress properly themselves. Pupils are given the opportunity to develop their skills by being put into small groups before working on a good variety of apparatus. Good opportunities to refine movement are missed in some lessons, by not asking individual pupils to demonstrate specific skills observed by the teacher.

120. Pupils have sound knowledge and understanding of the effect of exercise on their bodies. They can explain the importance of warming-up and cooling down. They enjoy gymnastic activities and make satisfactory progress in the development of sequences of balancing activities, as individuals, with one partner or in groups. In a Year 5 lesson pupils review a sequence of partner-matched movements involving changes in speed, level and rotation. Individuals demonstrate good handstand, cartwheel and crab position balances, but there is little evidence of such skills being taught and refined during lessons. The standard of behaviour is good and most pupils demonstrate very positive attitudes both in lessons and during informal games situations. During lunch-breaks, boys and girls organise themselves into teams to play football. They demonstrate good skills when controlling the ball before either side-foot passing or shooting. They feint and swerve naturally to pass their opponents. Boys and girls enjoy the activity and show good safety awareness.

121. Pupils experience swimming lessons during Year 4. They are held on a daily basis over a four-week period. This concentration of lessons is good practice. When they are in Year 6, pupils still unable to swim the recommended twenty-five metres, are offered free, swimming lessons by the local authority. This is very good provision in an area so close to the sea.

122. The co-ordinator has been in post for a number of years. She is not a subject specialist but has attended recent courses for athletics and outdoor pursuits. A recently updated policy and adopted scheme of work give teachers good support and guidance. Planning incorporates all requirements of the national curriculum. The provision for physical education is well supported by mixed gender, after school clubs for netball and football. Currently there is limited opportunity for boys and girls to develop their competitive team game skills learned during lessons.

123. Accommodation for all aspects of physical education is very good. The school has the use of a good-sized hall, maintained to a very good state of cleanliness. Gymnastic and small team game resources are of good quality and are easily accessible to teachers and pupils. Outdoor play accommodation includes large, hard-surface areas and a very large, well drained grassed area.

RELIGIOUS EDUCATION

124. By the end of both key stages, pupils attain standards in religious education which are below those required by the locally agreed scheme of work. These judgements are similar to those reported during the previous inspection. Progress is satisfactory for all pupils. However progress is hindered when ideas and concepts are not reinforced adequately. Assessment procedures have been recently introduced but these have not been in place long enough to affect the standards pupils reach. In the past, teachers have not checked regularly what all pupils have understood before they have moved to the next topic. This has resulted in many pupils developing a vague idea of many concepts. At other times some pupils miss important parts of lessons when they are withdrawn for extra support.

125. By the age of seven, pupils have looked at how they and others celebrate certain events. Most pupils have a satisfactory idea of how Mary and Joseph travelled to Bethlehem and that Jesus was born in a stable and most show a limited understanding as to why we celebrate Christmas. In Year 2 most had difficulty recalling information about the Christingle service, which they attended last year, and were due to attend again next week. All needed many prompts to remember the significance behind this ceremony. Pupils have little idea of any other religions and talk in a confused way about 'light' and its relevance and importance in certain celebrations for example Diwali. Discussions with pupils in Year 2 showed their limited knowledge as they spoke about watching a video of when God made the world. They knew that it took him seven days and one boy said 'It was beautiful – real nice!' They could refer to two stories, which they had been told about Jesus. One was Jonah and the Whale and the other story was 'when Jesus went fishing'. Limited language makes it very difficult for pupils to recall information, which they have been taught. The situation in this respect is similar to the previous inspection when pupils' knowledge was described as 'vague and uncertain'.

126. All pupils in Years 3 and 4 have studied Hanukkah, the Jewish Festival of Light. Work produced has been linked with art and design as pupils have drawn candles using wax crayons washed over with thin paint and these activities reinforce learning. Planning shows that teachers are linking religious education with other curriculum areas as they explore the significance of story, drama, art and design and dance in major religious festivals or celebrations. Pupils in Years 5 and 6 are looking at religious and secular images connected with Christmas. This is because last year in Years 5 and 6 classes contained pupils of both ages and the two-year rolling programme for religious education has had to be adjusted because of the single aged classes this year. They have sorted Christmas cards according to whether they have religious or secular images. However, in Year 6 pupils had difficulty explaining what they had learned in religious education. They spoke in a very limited way about other religions they have looked at for example, Judaism and Christianity. More able pupils spoke about visiting a synagogue but could not recall the word 'synagogue' until prompted. There is little evidence of past work and the work produced is untidily presented in most cases. More able and less able complete similar work but less able sometimes produce better quality work when they receive good and sometimes very good quality support from classroom assistants. Discussions with teachers show that many concepts in this area of the curriculum are taught through discussion.

127. Teaching is satisfactory in Key Stage 1 but there is too little evidence to make a judgement on teaching in Key Stage 2. The good feature in teaching is the links with other subjects such as history, art and design and music. For example in Year 6 pupils designed and made Victorian fans using religious and traditional images. One lesson was judged to be unsatisfactory because the classroom management was weak and many pupils did not listen adequately to the teacher and the classroom assistant was not used effectively to support pupils with special educational needs. However in all lessons seen teachers had difficulty in managing pupils, in particular when expecting them to sustain concentration when information was being given out. This was because they did not promote listening skills effectively. Added to which basic literacy skills were not well promoted before pupils started recording their work. For example, when Year 1 and 2 pupils were recording information about the Christingle Service, words specific to the subject, which pupils found hard to spell, were not given to assist all pupils, which resulted in many producing poorly spelt, untidy pieces of work. However, the pupils with special educational needs and the less able pupils who worked with the classroom assistants were given clearer guidance and words to help them and this good quality support enabled them to produce better quality work.

128. Provision for religious education meets statutory requirements and planning is linked to the Agreed Syllabus. The co-ordinator has developed resources since the previous inspection and is now linking them to the new syllabus. Resources to promote the subject are satisfactory but information technology is not fully used to support the subject. Although the co-ordinator has a good idea of the strengths and weaknesses in the subject, lack of monitoring of the teaching in the past and ineffective assessment procedures have resulted in many pupils now having a vague idea of what has been taught. Past work shows that some teachers do not have high expectations regarding the presentation of work produced and work is not always accurately matched to the pupils' abilities. These all contribute to the low standards which the pupils reach and hinder the progress they make over time. Improvement since the last inspection has been unsatisfactory in religious education. There are some displays in classrooms but these do not consistently reinforce the knowledge and understanding which teachers are developing or emphasise the vocabulary related to the subject. Pupils continue to have little idea of what has been taught.