

INSPECTION REPORT

LONGHILL PRIMARY SCHOOL

Kingston upon Hull

LEA area: City of Kingston upon Hull

Unique reference number: 117800

Headteacher: Mr J Taylor

Reporting inspector: Mrs P Kime
25350

Dates of inspection: 12 - 16 November 2001

Inspection number: 230913

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

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Shannon Road
Longhill Estate
Kingston upon Hull

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Atcheson

Date of previous inspection: June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
25350	Mrs P Kime Registered inspector	Mathematics Provision for children in the foundation stage.	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
11358	Mrs V Lamb Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19117	Mrs M Handsley Team inspector	English Information and communication technology Equal opportunities English as an additional language	How well are the pupils taught?
14851	Mr G Laws Team inspector	History Geography Religious education	
18344	Mr D Earley Team inspector	Science Physical education Special educational needs	
28200	Mr P Stevens Team inspector	Art Design and technology Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Longhill Primary School is a large school serving a very socially and economically disadvantaged area. The school is situated on an estate of local authority housing. Nearly all the pupils come from this estate. There are 205 boys and girls altogether in Key Stages 1 and 2. They are taught in nine classes. There are a further 106 children in the Foundation Stage (nursery and reception). Fifty of the nursery children, most of the three-year-olds, are part-timers. Another 47 children are due to start nursery this school year. Most pupils are taught with others of the same age, except in the following classes. Pupils from Years 3 and 4, who find it hard to learn, are placed in a class together as are the lower attaining pupils in Years 5 and 6. In Key Stage 1, the lower attainers from Year 2 are placed in a class with the higher attainers from Year 1. All the pupils are white and of UK heritage. There are no pupils for whom English is an additional language. The proportion of pupils entitled to free school meals (48 per cent) is well above average. Around another 20 per cent of the pupils are from families in receipt of other state benefits. When children start the nursery, the majority can do much less than most children their age. Just over 40 per cent of the pupils have special educational needs. More than half of these pupils have significant learning difficulties but only one carries a statement of special educational needs. A high proportion of pupils come to Longhill part way through their primary education or leave before the end of the school. A small number of pupils are looked after by the local authority.

HOW GOOD THE SCHOOL IS

Longhill Primary is an effective school with many good features. The teaching is good and pupils are learning well. Standards are below average especially in English, but they are rising. They are acceptable in view of the disadvantages the pupils face and the high incidence of special educational needs. The school's effectiveness is built on good education for personal development, respect for pupils, commitment to their well-being, and high standards for behaviour. These features are the result of good leadership and management that have improved the school and continue to do so. Costs are higher than average but, because pupils are making good progress, the school gives satisfactory value for money.

What the school does well

- The teaching is good. Staff expect pupils to do as well as they can. Consequently pupils are learning at a good rate and are achieving well.
- The provision for pupils' personal development is very good and there is a high level of care for pupils' well-being. These features underpin the school's positive atmosphere.
- Pupils have very good attitudes to learning, they are very well behaved and they have very good relationships with teachers and their classmates.
- Taken overall, provision for the many pupils with special educational needs is good so most of them do as well as they can.
- Good leadership and management have improved the school and continue to do so.

What could be improved

- Standards in English, particularly writing, and in information and communication technology (ICT) are well below average.
- Attendance rates are too low.
- The school could do more to help parents support pupils' learning.
- The amount of time for lessons in Key Stage 2 falls short of that recommended nationally and the available time could be used more efficiently.
- Pupils are not sufficiently prepared for life in our multi-cultural society.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998. Since then it has improved at a satisfactory rate. All the issues for action from the last inspection have been dealt with at least adequately:

- ◆ Standards in Year 6 have improved, notably in mathematics and science. Standards in history and religious education standards are a lot higher than they were.
- ◆ The quality of teaching has improved greatly.
- ◆ The provision for personal and social education is much improved. It is now very good.
- ◆ The planning of work has improved satisfactorily.
- ◆ The necessary improvements in the accommodation have been effected.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E*	E*	E
mathematics	E	E*	E	E
science	E	E	E*	E

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

E means the school's performance was in the lowest 5 per cent nationally.*

- ◆ The very low test results in 2001 reflect two significant factors. Firstly, a high proportion (well over 60 per cent) of last year's leavers had special educational needs. Secondly, this year group had not benefited as much as those lower down the school from the recent improvements in teaching. Nevertheless, most of the pupils made at least the progress that would be expected from their levels of attainment in Year 2.
- ◆ Pupils in **the present Year 6** are set to reach higher standards, especially in mathematics and science. Taken overall, their standards in English are well below the expectation for their age. In mathematics and science they are working below the expected level. Nevertheless, they are likely to meet the school's realistic targets in all three subjects.
- ◆ When they start nursery, most children have very poor social skills and language development and they know little about the world around them. They achieve well in the Foundation Stage but their attainment, by **the end of the reception year** is considerably below the targets for their age.
- ◆ In the Key Stage 1 (Years 1 and 2) pupils' achievement is good. In the national tests (often known as SATs) in 2001, the Year 2 pupils' results were well below the national average in reading and in the lowest five per cent in writing and mathematics. Their attainment in science was very low. However, they made good progress from where they were at the end of reception. In reading their progress was very good.
- ◆ Half the pupils in **the present Year 2** have special educational needs; most of these pupils are unlikely to reach an average standard. Taken overall, this year group's attainment is well below the standard expected for their age in English and mathematics. In science standards are higher than last year but attainment remains below the expected standard.
- ◆ In Key Stage 2 (Years 3, 4, 5 and 6) pupils are now achieving well in most subjects. Standards in **Year 4** are generally closer to those expected for the pupils' age than in Year 6, this suggests that the SATs results are likely to improve.
- ◆ Standards in information and communication technology are well below average in both key stages but, as a result of recent improvements, pupils are now making good progress in

learning ICT.

- ◆ In the **other subjects**, most pupils reach broadly average standards by the top of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils want to learn and they try hard, even though many find it hard to learn and to remember and use what they have been taught.
Behaviour, in and out of classrooms	Very good; this is a great improvement and it makes a significant contribution to pupils' good learning in an orderly atmosphere.
Personal development and relationships	Relationships are very good. Pupils' personal development is good. Pupils accept responsibility for jobs in classrooms and around the school but show limited initiative because they have few opportunities to do so.
Attendance	The rate of attendance is well below the national average. Too many pupils are kept off school for inadequate reasons and several come late in the mornings.

TEACHING AND LEARNING

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

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

- ◆ Taken overall, the quality of teaching is good. This is a significant improvement since the last inspection and is mainly because some talented young teachers have been appointed in the last few years.
- ◆ Pupils are learning well but many find it hard to remember what they have been taught. They need to go over new work a lot before they really understand it and can use it.
- ◆ Teaching is most effective in the nursery and in the Year 5 and 6 classes. There is a high concentration of very good teaching in these years. In Year 5 and 6, a significant amount of the teaching is excellent. Pupils progress particularly well in these years.
- ◆ The teachers manage their pupils very well so lessons are orderly and purposeful and pupils' behaviour is of a high standard.
- ◆ English and mathematics and the skills of literacy and numeracy are taught well. In the mathematics lessons seen in Year 5 and 6, most of the teaching was excellent.
- ◆ The most effective lessons are founded on very good relationships between teachers and pupils. Teachers are very focused on what the pupils are to learn. They push lessons on at a lively pace and keep pupils fully involved in the work. They very successfully motivate pupils to want to succeed. The pupils know how they are doing and how to improve their performance.
- ◆ The school meets its pupils' needs well overall. Pupils with special educational needs for the most part get the help they need and the higher performing pupils are pushed on. However, teaching is least effective for the lower attaining pupils in Years 5 and 6. Their books show they are quite a way behind the next group up. There is a risk that the learning of the higher performers in Year 1 could be slowed because they are in a class with the lower attaining Year 2 pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range	Satisfactory; the curriculum meets national requirements and

of the curriculum	emphasis is given to developing pupils' literacy and numeracy skills. The curriculum for personal, social and health education and for education for citizenship is very good. Links with the community make a very good contribution to pupils' learning. Pupils have equal access to what the school offers. Lesson time is too short in Key Stage 2.
Provision for pupils with special educational needs	Good; these pupils benefit from good specialist teaching that meets their needs well and from extra support that enables them to be fully included in class lessons. Most gain from being placed in classes with other pupils who find learning difficult.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; provision for moral and social development is very good. The result is seen in pupils' very good behaviour and relationships and good personal development. Provision for spiritual development is good. For cultural development it is satisfactory overall but the multi-cultural element is unsatisfactory.
How well the school cares for its pupils	Pastoral care is very good. Staff follow the headteacher's example of a high level of concern for pupils' well-being. Teachers keep a good check on where pupils are up to in English, mathematics and science. They use this information well to set targets for pupils' achievement but are less systematic about making changes to the whole-school plans of work. More could be done to encourage good attendance.

The school's partnership with pupils' parents and carers is adequate but the school needs to reach out more to parents and carers and enable them to make a greater contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher is committed to the school and the pupils. He has got behaviour sorted out and improved the quality of teaching. Consequently, he has created the conditions for improving academic standards. He is supported well by the deputy headteacher. The impact of other staff with special responsibilities varies but is satisfactory overall.
How well the governors fulfil their responsibilities	Satisfactorily; key governors know the school well. They are aware of the standards achieved and the quality of teaching. They are involved in the school's life and work and, with staff, in planning for the future.
The school's evaluation of its performance	Good; the school keeps a good track of how well pupils are doing and senior staff monitor teaching effectively. The right priorities have been identified for improvement.
The strategic use of resources	Good; the school's money is spent on things that make a difference to pupils' learning and staff are deployed well. The principles of best value are applied well.

The school is generously staffed and well resourced. Now the new nursery is ready, the accommodation is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school is well led and managed. It works closely with parents and they find the staff approachable. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework their children get. • The information they receive about how their children are getting on.

<ul style="list-style-type: none"> • The teaching is good. The staff expect their children to work hard and the children are making good progress. • Behaviour is good and the school is helping their children to become mature and responsible. 	
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Less than a quarter of the inspection questionnaires were returned. The inspectors endorse these parents' and carers' views of the school's strengths. The aspects some parents would like to see improved are all at least satisfactory. For the most part, teachers use homework well to support and extend pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 The results in the national tests are poor but pupils at Longhill are now achieving well because the teaching is good. The pupils build well on what they have already learned but for many learning is difficult and, despite their efforts and those of the teachers, they struggle to approach average standards for their age.

Results in the national tests (SATs)

2 In the end of Key Stage 2 tests in 2001, the Year 6 pupils' performance was well below the national average in all three subjects tested, English, mathematics and science. In English and science the school's results were in the lowest five per cent in the country. When compared with those of similar schools, the results in all three subjects were well below average. However, well over 60 per cent of this year group had special educational needs and most of these pupils would not be expected to attain the average standard for their age. This year group came up through the school at a time when the teaching was nowhere near as good as it is now. Furthermore, as in most years in the school, several of the pupils were disadvantaged by disrupted schooling; they had been to several schools before arriving at Longhill.

3 Despite the poor results, the school's records show that pupils who stayed at the school made at least the progress that would be expected in Key Stage 2. Their attainment at the end of Key Stage 2 represents satisfactory progress from the standard they had reached four years previously, at the end of Key Stage 1. For example, in mathematics, four times as many pupils made better than expected progress than underachieved. In writing nearly two-thirds of the pupils made better than expected progress.

4 In the end of Key Stage 1 tests in 2001, the Year 2 pupils' performance was well below the national average in reading, writing and mathematics. In writing and mathematics the school's results were in the lowest five per cent in the country. Pupils' performance compared with that of pupils in similar schools was well below average in all the tests. Nevertheless, these pupils made good progress in Years 1 and 2. The records show that they made very good progress in reading and good progress in writing and mathematics, from the levels they had reached at the end of reception.

** Similar schools are those across the country where between 35 and 50 per cent of pupils are known to be entitled to free school meals.*

Trends in test results and targets

5 Standards have risen and continue to do so:

- ◆ Since 1998, the year of the last inspection, the percentage of pupils reaching the standard expected for their age in the Year 6 SATs has doubled in English and mathematics. During the same period, the standards in science, which were much higher to start with, have been maintained;
- ◆ In the Year 2 SATs, the improvement in the reading test results since 1998 has kept pace with that seen nationally. In writing and mathematics, which started from a much lower base, the results have improved faster than nationally over the same period.

6 The school has set realistic targets for pupils' test results. These are based on accurate assessments of the levels pupils have reached and tracking their rates of progress. Consequently,

the targets are likely to be met. The school's target-setting procedures go beyond what is required by law. For example, targets are set for the tests at the end of Key Stage 1 and for the number of pupils who should exceed the average standard for their age in both key stages. This contributes to the staff's focus on getting every pupil to achieve as well as they can. Identifying pupils who have the potential to be higher attainers and pushing them on to achieve their best should improve the test results in the long run.

The standards seen on inspection and pupils' achievements

7 Standards are rising. This is seen in the standards of pupils' work in Year 6 and Year 4. In Year 6 standards in mathematics and science are higher than the 2001 SATs results would suggest.

8 When children start in the nursery they can do much less than most children of their age. Many have very limited social skills, their language development is very poor so they find it hard to communicate with others, and they know little about the world around them. They respond well to very good teaching and stimulating surroundings in the nursery and to the good provision in reception. They make good overall progress in their learning in the Foundation Stage (nursery and reception). Even so, **by the end of the reception year**, most are quite a long way short of achieving the national targets for their age (the Early Learning Goals), in all areas of their learning, except physical development in which they achieve the targets. In communication, language and literacy skills children's attainment, by the end of the reception year, is well below the target for children their age. Children make very good gains in their personal, social and emotional development but not enough to reach the national targets. By the end of reception, many are interested in learning and have a fair degree of independence for their age.

9 In **Key Stage 1** (Years 1 and 2) pupils are making good gains in their learning and building well on what they have achieved in the Foundation Stage. Even so, standards in Year 2 are well below average for the pupils' age in English and mathematics and below average in science. The majority of these pupils are working at the right level for their age but whilst very few are set to exceed the average standard, at least a third are below average. This reflects the pupils' low starting point and the fact that nearly half the pupils in this year have special educational needs.

10 In the **other subjects**, standards in Key Stage 1 are average in design and technology, physical education, and religious education, but below average in history and geography. Standards are well below average in information and communication technology (ICT) but pupils have recently begun to make good progress in their learning and they are now achieving well. The work seen in physical education and design and technology was of an average standard. No judgement has been made on standards in art and music in this key stage because too little work was seen.

11 In **Key Stage 2** (Year 3, 4, 5 and 6), pupils are also achieving well because the teaching is good. In Year 6, standards in English are well below average. They are brought down by low standards of writing. The Year 6 pupils' standards in mathematics and science are below average. This is better than last year. As in Key Stage 1, the majority of pupils are working at the right level for their age. Around a sixth of the pupils are set to achieve an above average standard in mathematics and science but twice as many are below average.

12 In most of the **other subjects**, standards in Key Stage 2 are broadly average. However, in ICT standards are well below average. Very recent improvements in this subject mean that pupils are now learning at a good rate and this represents good achievement. No judgement has been made on standards in music because there was not enough evidence.

13 The Year 4 pupils are achieving higher standards in relation to their age than the Year 6 pupils. They have benefited more from the recent improvements in teaching. With continued good teaching, they are set to do considerably better in the SATs at the end of Key Stage 2 than the leavers have done in the last few years.

14 All groups of pupils, for example, boys and girls and pupils at different stages in their learning, for the most part achieve equally well from their starting points. The way classes are organised helps the many pupils who have special educational needs. Most of them are taught with others who find it hard to learn. This means new work is introduced at a pace that gives them the time they need to grasp it. However, the gap between the performance of the pupils with special educational needs in Year 6 and the next group up indicates that they are not doing as well as they could. The faster learners are now brought on well. They benefit from undertaking more challenging work in small groups. This approach has the potential to increase the number of pupils who achieve above average standards by the top of the school. Pupils with musical talent benefit from instrumental tuition from visiting teachers and those who are especially good at games can develop their skills in the extra-curricular clubs.

15 Throughout the school, pupils' literacy skills are lower than expected for their age with a particular weakness in writing. This undermines pupils' ability to use and apply what they know in several other subjects. Numeracy skills are also below average, despite some very good and excellent teaching of mathematics.

Pupils' attitudes, values and personal development

16 Pupils' attitudes and behaviour are very good and their personal development is good. Pupils want to learn and they try hard. They know what is right and wrong and they accept the standards the school sets for their behaviour. They develop a good sense of responsibility as they move through the school and are trusted to carry out duties in classrooms and around the school. These standards represent a very good achievement in view of children's poor personal, social and emotional development when they start nursery.

17 Pupils respond very well to the very good pastoral care and the good provision for their personal development. Their spiritual development is good, their moral and social development is very good and their cultural development is satisfactory. These strengths make a very good contribution to pupils' achievement because they work hard, with a purpose, in orderly classrooms that provide a very positive atmosphere for learning. However, the attendance rate is well below the national average.

18 The main strengths are in:

- ◆ pupils' very positive attitudes to school and to learning;
- ◆ pupils' very good behaviour;
- ◆ the very good relationships between teachers and pupils and among pupils;
- ◆ pupils' good personal development, especially their respect for others.

19 There is a weakness in:

- ◆ the level of attendance and the rate of unauthorised absence.

Pupils' attitudes to school and to learning

20 Most pupils enjoy school and are keen to play a full part in its day-to-day life. They join in wholeheartedly with events such as assemblies and clubs and they enter into the spirit of special events, such as a wartime tea party held in Year 6 to compare children's experiences in 1941 with their own today. Children benefit from very good support and care when they start the nursery and they therefore gain confidence, learn to make positive relationships, and develop an interest in learning. In lessons pupils settle to work quickly, they work hard, and they keep trying even when they find the work difficult. Pupils appreciate being able to make suggestions about improvements that they would like, through the school council, and are very pleased with the play equipment provided for their use during breaks and lunchtime.

Pupils' behaviour

21 Standards of behaviour have improved considerably since the last inspection. Pupils respond very well to the staff's consistent approach to discipline, the good teaching and the good personal, social and health education programme. They are developing self-discipline and the ability to make sensible choices about how to behave. They know what is expected of them and they follow the rules and keep to the school routines sensibly. They are courteous and orderly. For example, they keep to one side of the staircase and they stand back to let adults pass ahead. They behave very well in lessons, attending very well to their teachers, responding promptly to instructions, listening to others without interrupting, and waiting their turn when necessary. In the playground pupils organise themselves into groups, often with a mix of ages and both boys and girls, and play together co-operatively.

Relationships

22 Relationships between pupils and with adults are very good. This is a significant improvement since the last inspection. Pupils get on well together and respect the adults in the school. They have confidence in their teachers, they want to please them and they follow their example of respect for all. Consequently there is a calm and friendly atmosphere that encourages pupils to develop positive attitudes and to try their best. In lessons boys and girls of differing abilities work together co-operatively. They support one another and share equipment when necessary. Older pupils happily support the younger ones, for example, by leading games and helping with hats and coats in the playground. Parents and pupils are satisfied that bullying is not a problem and are confident that any which occurs is dealt with effectively. There were four fully justified instances of temporary exclusion from school during the last school year, when proper procedures were followed.

Pupils' personal development

23 Pupils respond very positively to the school's support systems, the provision for social and moral development and the teachers' expectations. They are considerate of others and they respect other people's feelings. However, their knowledge and understanding of differences in people's values and beliefs is limited. When pupils are given responsibility they accept it willingly and carry out the jobs they are given conscientiously. For instance, the 'monitors' take pride in undertaking their responsibilities sensibly. Whenever staff ask for volunteers they receive many instant and eager offers. However, pupils' ability to use their initiative is less good because they have few opportunities to develop this. There is a School Council. The 'councillors' who represent pupils raise practical issues and are happy that they have a forum to raise matters put forward by their classmates. However, they are a little frustrated that the issues raised are not always followed up to their satisfaction. Pupils' learning about what it means to be a contributing member of a community is inhibited because this potentially powerful tool for teaching them about democracy in action is not made the most of.

The level of attendance, unauthorised absence and punctuality

24 The rate of attendance is well below that of the majority of primary schools in the country. However, it is better than many schools in Hull. The overall attendance rate is brought down by two main factors. Firstly, some pupils are kept off school for inadequate reasons. Secondly, a significant minority of pupils miss school to go on family holidays during term time. Furthermore, several pupils arrive late. These absentees and latecomers are disadvantaged in two ways. They are at risk of falling behind and not doing as well as they could and they miss the positive start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25 The quality of teaching and learning is good. Parents and pupils recognise this strength. The teaching observed was very good in more than a third of the lessons seen. It was good or

better in just over four-fifths of the lessons. Only two unsatisfactory lessons were observed. The teaching is much better than at the time of the last inspection. Since then, there have been a lot of changes to the teaching staff. Eight of the class teachers are new since the last inspection and there are some talented young teachers among them. The results of good teaching are now being seen in pupils' improved rate of progress and this is beginning to bring standards up. Pupils are now learning well. They try their best and are keen to achieve but many find it hard to remember and use what they have been taught. For these pupils, progress in learning is in small steps.

26 There are some common strengths in most of the teaching:

- ◆ Teachers are well organised and they implement the school's behaviour policy effectively. Consequently, they get very good standards of behaviour from their pupils. This very good management of classes and individual pupils means that teachers can concentrate on the work in hand and enable pupils to make gains in their learning. In the best lessons, teachers use well established, very good routines to get pupils' attention. For example, a clapping routine to 'focus yourself' in Year 6 mathematics lessons is used very effectively to prepare pupils for the main teaching session, which is conducted at a very brisk pace;
- ◆ Support staff are used very well. They are valued members of the school staff who are trained to a good standard. Teachers brief them well so they know exactly what pupils should learn from the work. These staff make a good contribution to pupils' rate of learning, especially for those with special educational needs;
- ◆ Teachers have high expectations of what the pupils can achieve. For example, for most pupils they pitch work in the 'literacy and numeracy hours' at the level recommended for the pupils' age, even though this is challenging for many;
- ◆ English and mathematics and the skills of literacy and numeracy are taught well. Teachers have benefited from extra training and they are implementing the National Literacy and Numeracy Strategies well. In Key Stage 2 the teaching of mathematics is very good overall;
- ◆ Teachers keep a good day-to-day check on how well pupils are getting on and change their plans when necessary. For instance, in a Year 5 mathematics lesson, the teacher told pupils not to worry; he had marked their work and, because there were some common mistakes, they would go over it again;
- ◆ In many lessons teachers use questions well. They push learning on to deeper levels by challenging pupils to justify what they say. For instance, in a good Year 4 science lesson skilled questioning led pupils to think of ways they might improve their investigations into the differences between various rocks;
- ◆ Teachers respect their pupils and value their contributions to lessons; this means pupils are confident to speak up if they do not understand something and are willing to have a go. Consequently they learn from their mistakes.

27 Teaching is most effective in the nursery and in Years 5 and 6. In these classes a lot of the teaching is very good and, in Year 5 and 6, some is of the highest quality.

28 Staff in the nursery provide a stimulating environment to awaken children's interest in learning. They teach through play activities that appeal to the children and they promote speaking and listening skills and personal, social and emotional development very well in all nursery activities. Consequently, children get a very good start and make a lot of progress in nursery from their very low starting point. In reception the direct teaching of new skills to small groups of children is good but staff do not make the most of opportunities to teach these young children through appropriate planned play activities.

29 Most pupils are now gaining ground rapidly in Years 5 and 6 because of the high quality of teaching. All but one of the lessons seen with pupils in these years were good or better. In almost half of them the teaching was very good or better and it was excellent in nearly a quarter. The teaching of mathematics is excellent for most pupils in these two years. However, the work in pupils' books and discussions with them suggest that in English and mathematics teaching is less good for the lower attaining pupils in these two years. They are quite a long way behind the next group up.

30 The most effective lessons are rooted in very good relationships between teachers and pupils. The pupils want to do well and meet the teachers' high expectations of what they can achieve. Teachers in turn are very clear what they want the pupils to learn. They share these 'learning objectives' with the pupils and include pupils in checking, at the end of each lesson, how far they have achieved them. For instance, in a science lesson with Year 3 and 4 pupils the teacher reminded the pupils of the learning objective at intervals throughout the lesson. This encouraged them to work purposefully because they knew what they were about. A very good Year 6 lesson on how to plan and develop plot and characters in stories concluded with a very effective session in which pupils supported each other's learning by suggesting how their work might be improved. This approach enthuses the pupils so they are eager to learn and highly committed to achievement and they know how they are doing. Teachers devise games that make learning fun. For instance, in Year 4, pupils had to perform actions in different ways according to the adverbs on game cards and their classmates suggested the words they were enacting. This enjoyable activity helped the pupils to make good progress in learning about adverbs and in the next part of the lesson they used them appropriately and imaginatively in their own writing. These very effective, challenging lessons move along rapidly so all pupils think hard and have to make an effort to keep up.

31 The small amount of unsatisfactory teaching observed was brought about by untypical circumstances, for instance a teacher being thrown off course when the CD player failed.

32 For the most part all pupils have an equal opportunity to make progress in their learning, whatever their starting point. Higher performing pupils are pushed on well in small group sessions. They cover the same ground as their classmates but at a more demanding level. However, the higher performers in Year 1 are placed in a class with Year 2 pupils with special educational needs. This has the potential to slow learning for these Year 1 pupils, who should be expected to progress at a more rapid rate than their Year 2 classmates. Pupils with special educational needs are taught well. For the most part they benefit from being in classes with others who find learning difficult. These classes have additional support staff; the pupils appreciate the extra help this gives them. The pupils have some sessions of additional teaching from specialist staff. This teaching is very good. Very good relationships improve the pupils' confidence and self-esteem. The specialist teachers are particularly skilled at breaking new learning down into small steps, for example when pupils put numbers into the correct order. This successfully clarifies pupils' understanding so they build steadily on what they have already learned. Staff teamwork is strong. Class teachers, specialists and support staff work closely together planning work to meet each pupil's needs and reviewing the each pupil's progress. This ensures consistency in the provision for these pupils and ensures that the mixture of support in class and some sessions in small groups successfully meets their needs.

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

The curriculum – the learning opportunities the school provides

33 The school provides a satisfactory curriculum. It follows the national recommendations for the Foundation Stage. It meets the requirements of the law to teach the National Curriculum and

religious education and it places suitable emphasis on developing pupils' literacy and numeracy skills.

34 The curriculum has improved since the last inspection. At that time there were two key issues for action related to the curriculum; firstly to improve the whole-school planning of work and, secondly, to improve the provision for personal, social and health education (PSHE).

35 The whole-school curricular plans are now satisfactory overall. In English and mathematics, the National Literacy and Numeracy Strategies are implemented effectively, particularly so in numeracy because there is a lot of very good mathematics teaching. Nationally recommended whole-school plans form the backbone of the school's curriculum in most other subjects and appropriate links are made between several subjects, such as history, geography and science, so that work is meaningful for pupils. This sound planning assures progression and, in most subjects work becomes appropriately more demanding as pupils move up the school and they take their studies to greater depth. However, in music, art and design, and design and technology, the guidance for teachers lacks detail on how best to develop pupils' skills in the subjects.

36 The provision for PSHE is greatly improved. It is now a strength of the school that makes a strong contribution to its good climate for learning and to pupils' very good attitudes and behaviour. As well as moving forward on these key issues the school has improved its links with the community and their contribution to pupils' learning.

37 The main strengths in the curricular provision lie in:

- ◆ good provision for the many pupils who have special educational needs;
- ◆ very good provision for PSHE and education for citizenship;
- ◆ very good community links.

38 There are weaknesses in:

- ◆ the shorter than recommended lesson time in Key Stage 2 and the organisation of the timetable;
- ◆ the planning for pupils to develop the key skills of literacy, numeracy and ICT in other subjects.

Provision for pupils with special educational needs

39 These pupils have equal access to the full curriculum and receive support of good quality in lessons and when they are withdrawn for additional teaching. This enables them to benefit from what the school offers. Staff draw up good individual plans for work to meet their particular difficulties. Targets for each pupil's learning are clear in these plans and the pupils know what they are aiming for and what they need to do to improve. In Key Stage 2, the organisation of classes works to these pupils' advantage because they are taught alongside others who find learning difficult. This is not the case in Key Stage 1, but the arrangements are under review.

40 The school also ensures that pupils with the potential to achieve highly get the challenging work they need. These pupils benefit from having additional teaching sessions with others who are performing at a similar level and in which they are pushed on. Pupils appreciate the school's efforts to meet all their learning needs.

The provision for PSHE and education for citizenship

41 The very good provision for this aspect of the curriculum is a major contributory factor to the school's success in achieving very good attitudes and behaviour, good personal development and a positive climate for learning. Pupils enter school a long way behind in personal, social and emotional development and make very good overall progress in this aspect of learning.

42 The school has given PSHE status on a par with several of the National Curriculum subjects and it has a regular slot on the weekly timetable in every class. The PSHE curriculum is very good. It is planned well; it includes good opportunities for pupils to learn about citizenship and it is backed up by the school's less formal provision for pupils' personal development. Pupils learn in increasing depth about matters such as relationships, bullying, healthy and safe lifestyles, the dangers of drug abuse and sex education.

Links with the community

43 Links with the community are strong and they make a very good contribution to pupils' learning. The curriculum is enriched by the contribution of visitors from the community. For example, police and fire prevention officers contribute to pupils' understanding of health and safety issues. Christian and Jewish visitors deepen pupils' insight into the role of religion in believers' lives as well as adding to pupils' opportunities for singing and listening to poetry. The history curriculum is enriched by visits from members of the community who lived through some of the past times that pupils study. The school has established strong links with the library. Library staff have contributed much to the development and stocking of the school's own library.

44 There are a number of projects which benefit pupils socially as well as academically. The 'Children's University', involving members of the community, has a powerful impact on pupils' self-esteem and confidence. Some pupils receive help with speaking and performing in front of people, as well as with their writing. They are also enabled to understand the world of work and how important it is to be sensibly ambitious.

45 Pupils also contribute to the community. They have participated in local projects to improve community facilities.

46 Links with the school that pupils move on to are satisfactory. The school makes sure pupils' learning is continuous through transferring records of their progress and participating in a programme of visits for them and teachers. There are links in the curriculum through modules of work in English and mathematics, supported by relevant homework.

The length of the taught week

47 The amount of time for lessons in Key Stage 2 falls short of what is recommended nationally. This means that pupils are missing out on schooling compared with those in most primary schools. Direct evidence of the effect of this on pupils' achievement was not available. Nevertheless, it is reasonable to assume that pupils might achieve higher standards and could follow a broader curriculum if they spent longer in lessons. The shortfall in lesson time is compounded by shortcomings in the use of the time that is available. The length of some sessions has not been matched to the requirements of the subjects taught in them. For example, in some classes the numeracy 'hour' lasts for 80 minutes.

Planning for the use of key skills

48 Pupils have opportunities to use their literacy, numeracy and ICT skills in other subjects. However, these are not systematically planned. Consequently, it is harder than it need be for staff to ensure that the use of key skills in other subjects is pitched at the right level. Furthermore, many pupils have difficulty using what they know. Opportunities to develop key skills and help pupils use and apply what they have been taught in English, mathematics and ICT could be missed because of lack of rigour in this aspect of curricular planning.

Other features of the curriculum

49 The provision of extra-curricular activities is satisfactory. Over the course of a year pupils have opportunities to participate in a wide range of activities outside of lessons.

50 The curriculum in the Foundation Stage is good. The nursery offers a rich, stimulating environment and good opportunities for purposeful and educational play. The provision in the reception class build on what has gone before but more could be done here to enable children to learn through play.

The school's provision for pupils' personal development, including provision for spiritual, moral, social and cultural development

51 Taken overall, the school's provision for pupils' personal development is good. It has improved a lot since the last inspection. Provision for moral and social development is very good. For spiritual development provision is good. The provision for cultural development is satisfactory overall but the multi-cultural element is unsatisfactory.

52 Pupils have many opportunities to reflect on the spiritual and on fundamental questions about life. These are planned into the curriculum well in several subjects. For example, in religious education pupils consider different beliefs and learn about the importance of tolerance and understanding. They look deeply into the mysteries of life and the questions they prompt. For instance, a visiting priest helped pupils to think about the importance of memories by showing and talking about her box of 'special memories'. In English writing poems, stories and factual accounts develops pupils' understanding and empathy well. Their written work about 'The Lonely Traveller', Edek's story of Nazi Germany and the life of children in Victorian times shows a good awareness of the loneliness, oppression and deprivation some people suffer. The contribution of acts of collective worship (assemblies) to pupils' spiritual development varies. The stories used are carefully selected and used sensitively to promote thought about the big questions. A story about a badger and his friends introduced pupils well to the idea that after death someone can live on in people's memories. In some assemblies pupils have good opportunities to reflect on the themes, for instance, happy and sad memories, and the use of a candle flame as a focus contributes to the calm, peaceful and reflective atmosphere. However, some assemblies do little to encourage pupils to look beyond their day-to-day experience. Teachers generally use incidental opportunities to promote spiritual development well. For instance, in ICT pupils were amazed at the images they could create with a graphics program and in art they were thrilled by the effects they achieved when printing.

53 The school's very good provision for moral development is rooted in its behaviour policy which is consistently implemented by all staff, in the very good example staff give to pupils, and in the very good PSHE programme. Staff make it clear to pupils that they have responsibility for making considered choices about how to behave and in PSHE pupils have many opportunities to discuss moral dilemmas. This clear framework for behaviour promotes sound moral values, such as tolerance and concern for others. It sets high standards and pupils learn the difference between right and wrong. Pupils have some very good opportunities to consider and discuss moral issues. For example, the whole-school plans of work for history and geography tackle issues such as man's use of the world's resources and exploitation of people through slavery. As a result pupils come to understand the meaning of moral concepts like justice.

54 The very good provision for social development is very closely related to that for moral development and it is greatly enriched by the PSHE programme. By learning respect for others, pupils are learning to live well together. Staff set a very good example of co-operative and respectful relationships with each other and in their dealings with pupils. Pupils learn about the importance of rules through games and residential educational visits help them learn about taking responsibility and developing a co-operative spirit. Educational activities in the local community and pupils' involvement in the Children's University widen their horizons and develop their self-confidence. Pupils have good opportunities to take responsibility for jobs in classrooms and, as they get older, around the school. Nevertheless, there is scope for them to have more opportunities to use their initiative and to take a greater degree of responsibility in their learning. A School Council has been set up recently. This has very good potential for teaching pupils about democracy, reconciling differing needs and viewpoints, and what it means to be a contributing member of a

community. As yet the council is at an early stage of development and this potential is therefore not being exploited effectively.

55 There are strengths in the school's provision for cultural development. For example, pupils study the work of a range of famous artists, they listen to classical music and they read and hear a good range of literature of good quality. They learn something of other cultures and faiths in history, geography and religious education. Pupils participate in activities that teach them about the local culture. For example, they have worked at a local radio station and taken part in the production of a pantomime. However, not enough is done to prepare pupils for life in a multi-cultural society. There are too few resources for this aspect of the curriculum and pupils have very little contact with members of the minority ethnic groups represented in British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

56 The many strengths in this aspect of the school's work make a very good contribution to pupils' achievement because they underpin the school's atmosphere, the pupils' sense of belonging and their good rate of learning. They ensure that the conditions are in place for pupils to enjoy school and to work well. The good overall quality of support and guidance for pupils has been maintained since the last inspection.

57 The main strengths lie in:

- ◆ the very good pastoral care and attention to child protection, health and safety and welfare matters;
- ◆ the very effective systems for encouraging good behaviour and for dealing with any bullying;
- ◆ the checks on pupils' learning and their attainment and the use of assessment data.

58 There are shortcomings in:

- ◆ the steps taken to promote good attendance and punctuality;
- ◆ the use of information about pupils' achievements and progress to plan the curriculum.

Pastoral care, child protection, health and safety, and welfare

59 Very good attention is paid to health and safety matters and the school provides a safe environment for pupils and staff. The arrangements for child protection are very good. The responsible person is highly qualified in this area and is committed to ensuring that pupils' safety and protection are given the highest priority. The other staff are properly trained and they know what to do if they have any concerns.

60 Pupils benefit from the school's caring ethos in which they are valued as individuals and their self-confidence and self-esteem are encouraged. Through the day-to-day life of the school generally and the programme PSHE in particular, pupils acquire skills and knowledge to help them resist harm and prepare for adult life.

61 The teachers know their pupils well and they keep an effective, though informal, check on their personal development. The senior staff have good knowledge of pupils' circumstances and are alert to any difficulties they may face. They keep a good eye on the welfare of vulnerable pupils and check the progress of those who are in the care of the local authority to ensure that they are encouraged and are not disadvantaged. The school liaises well with representatives of the external agencies that are involved in supporting some of the pupils.

62 The high quality of pastoral care is underpinned by very good relationships between pupils and staff. Pupils know they can turn to staff for help and support. They appreciate the fact that the staff have time for them and good support they receive. They say that 'they (the teachers) will

always listen to you'. One pupil explained that, 'our teacher said if you ever need to talk to me about anything, I'll always have time for you'.

63 The school also supports pupils through its involvement with the Children's University. Through this pupils meet 'mentors', often sixth-formers, who help them see the value of academic study.

The systems for encouraging good behaviour and for dealing with bullying

64 The school has very good, successful systems for promoting high standards of behaviour. These are rooted in a thorough, comprehensive and reward-based behaviour policy that emphasises consistent promotion of acceptable conduct. Pupils know what is expected of them and parents are aware of the school's approach. Any fall in standards is quickly picked up on by staff.

65 The school has very good procedures to minimise the risk of any bullying occurring. These are based on high levels of supervision and vigilant, responsive staff. Pupils and parents are confident that the school's systems ensure that any bullying which may occur is quickly and effectively dealt with.

The promotion of good attendance and punctuality

66 The school has a strong policy for the monitoring and promotion of attendance but it is not fully implemented.

67 The records of individual pupils' attendance rates are generally good and staff are aware of reasons behind most absences.

68 The weaknesses lie in two areas:

- ◆ The importance of attendance and punctuality is not promoted as vigorously as it could be with the pupils. For instance, registers are completed unobtrusively by non-teaching staff and pupils who have not arrived are not marked until later. When pupils arrive late, staff are not always sufficiently rigorous in pursuing the reasons for this with them.
- ◆ The school prospectus and home-school agreement do not make clear the importance of good attendance for pupils to achieve as well as they can.

The procedures for assessing pupils' attainment and rate of learning and the use of assessment information

69 There are some very good features in the assessment of pupils' attainment and the rate at which they make progress in their learning. However, the overall impact of these strengths on pupils' achievement is diminished by the elements that are not so good.

70 The assessment procedures in the Foundation Stage are good. When children start in the nursery the staff check up well on what they know and what they can do. Throughout the Foundation Stage their progress is checked regularly and thoroughly and work is then planned to match their learning needs. Consequently, staff know how much children move on in their learning and which areas of the curriculum need most attention.

71 In Key Stages 1 and 2 staff know where their pupils are up to. Activities designed to check pupils' learning are built in to the termly plans of work. Most teachers keep careful note of how well pupils have grasped new learning and which pupils need a bit more help to master particular lessons. They adapt their plans for future lessons effectively, to take account of these day-to-day assessments so that lessons are full of challenge but it is possible for all pupils to achieve success. Teachers set appropriately challenging targets for the next steps in pupils' learning in

English and mathematics. Many of the pupils know, in broad terms, what they need to work on to improve their performance. The older pupils in Key Stage 2 know exactly what level they are up to, how well they could do in the SATs and what they need to do to achieve this. For instance, the higher attaining pupils in Year 6 know that their English teacher, 'thinks we could get Level 5'.

72 Senior staff analyse the pupils' performance in the SATs very carefully and obtain two useful sets of information. Firstly they find out whether pupils have made the progress they should from reception to the end of Key Stage 1 and in Key Stage 2. This enables the school to determine how effective it is. Secondly, in Key Stage 2, where the analysis is more detailed, they identify which aspects of each subject most of the pupils found hard. Staff are urged to do more to tackle common weaknesses in pupils' performance. However, changes are rarely made to the whole-school curricular plans to ensure more effective coverage of these aspects of the work. Consequently, too much is dependent on each teacher deciding what to do rather than on a coherent whole-school approach. There are some exceptions. For instance, teachers have been told the mathematical vocabulary to teach in each year.

73 Pupils' take regular tests in Key Stage 2 and the results of these are now used effectively keep track of their progress and pick up any who are falling behind or not doing as well as they should. This information is also used to decide which classes to place pupils in. Pupils' progress in Key Stage 1 is not tracked so carefully. Consequently, teachers cannot be sure pupils are doing as well as they should until they take the SATs at the end of the key stage.

74 The school's systems for recording information about pupils' levels of attainment and their rates of progress are unnecessarily cumbersome and they are not consistent between subjects. They involve a lot of paperwork. The result is that, although a lot of information is recorded, it is not easily accessible for teachers and is therefore not always used as well as it might be.

75 Staff assess the performance of pupils with special educational needs well, monitor their progress in learning carefully, and review their achievement and the provision for their needs regularly. The information obtained is used effectively to set the targets in these pupils' individual education plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

76 This aspect of the school's work is adequate, as it was when the school was last inspected. Although less than a quarter of the inspection questionnaires were returned, the vast majority of parents and carers who completed them have positive views of the school and the education it provides for their children and they feel comfortable approaching the school if they have questions or problems.

77 The main strengths in the school's partnership with parents are in:

- ◆ parents' and carers' positive views of the school;
- ◆ the day-to-day working relationship between home and school.

78 There are weaknesses in:

- ◆ the impact of parents' and carers' involvement on the work of the school;
- ◆ the quality of some of the information provided for parents and carers.

Parents' and carers' views of the school

79 The parents and carers who expressed their views about the school have a good level of satisfaction with most of what it does. They are especially pleased that their children like school. The majority believe that the school works closely with them. Parents are satisfied that the school

is well led and managed, the teaching is good, their children are expected to work hard and are making good progress. They believe behaviour is good and that their children are helped to become mature and responsible.

80 A significant minority of the parents and carers who returned the questionnaire are not entirely happy about the information they receive about their children's progress, the amount of homework their children get, and the range of activities outside lessons.

81 The inspectors endorse parents' and carers' perceptions of the school's strengths. There is scope for improvement in some of the aspects of the school that some parents would like to see improved but they are all at least satisfactory. For the most part, teachers use homework well to reinforce and extend the work pupils have done in lessons.

The day-to-day relationship between home and school

82 Parents and carers appreciate the approachability of staff. Informal relationships are effective in keeping channels of communication between home and school open. In the nursery staff make every effort to communicate with parents about practical matters and the educational purpose of the children's activities. For example, they mount good displays.

Links with parents and carers and the information provided for them

83 The school recognises the importance of involving parents and carers in its life and work but its efforts in this direction have met with limited success. Parents and carers have satisfactory opportunities to contribute as partners in their children's education. For example, pupils have regular homework and many parents and carers support their children's learning by ensuring that they complete it. However, in general, staff do not make the most of potential of the home-school reading partnership to establish a dialogue with parents and carers about how their children are doing. The school puts on workshops and arranges meetings to inform parents and carers about the curriculum and teaching methods, for instance, when they introduced the National Numeracy Strategy.

84 The annual reports on pupils' progress are of a satisfactory quality but they provide no opportunity for parents or carers or pupils to express their views. Many other communications issued by the school are less effective than they could be because they are not 'user-friendly'. For example, letters are often unnecessarily long and key information is not highlighted. Little has been done to make the prospectus and the governing body's annual report to parents attractive, readable and accessible documents.

85 The parents and carers of pupils with special educational needs are properly informed and consulted. They are invited to be involved, at a very early stage in determining the provision for their children. The headteacher, the special educational needs co-ordinator and the class teachers respond readily to any concern expressed by parents.

86 Parents are good attenders at concerts and special events in which their children are involved.

The impact of parents' and carers' involvement in the school's life and work

87 This is unsatisfactory because a lot of parents have limited involvement with the school and make little contribution to the pupils' learning. Only around half the parents and carers have signed up to the home-school agreement. Few parents and carers attend the workshops and meetings about the curriculum. Equally, only a small number are involved in the Parents, Teachers and Friends' fundraising activities though the few who are involved support the school's work very well. They raise funds for additional resources and arrange social functions for pupils. Very few parents or carers volunteer their services to help during the school day. A significant minority of parents and carers do not attend open nights. The weaknesses in the information published by the school

and communication with parents and carers mean that they have less chance than they might to understand what goes on at school and to know how they could help.

HOW WELL IS THE SCHOOL LED AND MANAGED?

88 The school is well led and managed. Since the last inspection, foundations have been laid that should lead to pupils achieving higher standards in the future. There is plenty of evidence, in the work pupils are doing and the quality of teaching and learning, that this improvement has begun.

The contributions of the headteacher, key staff and the governing body

89 The headteacher's example establishes the school's very caring atmosphere in which all pupils are respected and valued. He knows the pupils and has time for them. He is especially alert to the well-being of those who are vulnerable.

90 The headteacher's commitment to raising academic standards and providing a good climate for learning sets a clear educational direction for the school. As a result, all staff want the pupils to do as well as possible and to believe in themselves as boys and girls who can achieve well.

91 There have been several positive changes since the last inspection:

- ◆ A new deputy headteacher has come to the school. Her strengths complement the headteacher's and the two work well together. She makes a strong, positive contribution to decisions about what actions should be taken to bring about improvements and to ensuring that these are carried through;
- ◆ Effective action has been taken to improve the quality of teaching and to create a cohesive staff team. Several talented young teachers have been appointed in the last few years and they are brought on well by good support. These teachers are making a very good contribution to the quality of pupils' learning and, therefore, their rate of progress;
- ◆ The headteacher has given appropriately high priority to overcoming the weaknesses in pupils' behaviour that were highlighted in the last inspection report. He has been very successful and, as a result, the school is now an orderly community in which pupils can and do learn.

92 The school has a satisfactory management structure. Senior staff carry responsibility for oversight of the work in different parts of the school. This is done satisfactorily. Nevertheless, there is scope for improving the rigour and consistency of this layer of management. All the teachers, except those in their first year of teaching, carry responsibility for leading and managing the work in at least one subject. Subject leadership is always at least satisfactory. In several subjects, usually those that have had priority in recent years, it is good and this has a positive effect on standards and the quality of provision. For example, in mathematics and science the subject leaders are successfully pushing up standards. However, some of the subject leaders have only recently taken on their current responsibilities and have had little time to make a difference to standards and the quality of teaching in their subjects. The leadership of ICT has been bolstered this year by a second teacher supporting the subject leader. This has already led to improvements. The headteacher ensures that the subject leaders have sufficient opportunity to check on the standards and quality in their subjects but does not always take steps to see that their monitoring has a clear enough focus.

93 The provision for pupils with special educational needs is managed well. Support staff are deployed well so that their time and expertise are used effectively to enable these pupils to achieve as well as they can.

94 The school is good at checking how effective it is and there is no complacency about standards, despite the disadvantages faced by many pupils. Senior staff have a good awareness

of the quality of teaching because they observe lessons regularly. However, the feedback given to staff after lesson observations, though satisfactory, could be improved by a sharper focus on how they could improve. The headteacher and his deputy are alert to how different groups of pupils are doing. For example, they compare the attainment of pupils who come part way through their education with those who have been all through the school. Pupils' rate of progress is monitored well and their SATs papers are examined to identify common weaknesses that teachers need to tackle in order to enable pupils to do as well as they can. Extra teaching is now provided for pupils who have a chance of attaining above average standards as well as for those with special educational needs. As yet, action to deal with common weaknesses in class lessons depends more on exhortation than systematic adaptation of the whole-school plans for the work pupils are to undertake.

95 The governing body provides a good level of support and it fulfils its responsibilities properly. Governors are acutely aware of the difficulties faced by the school and the local community. Several know the school well from their regular visits. They are involved in the school's life and work and they have a good idea of the quality of teaching. Governors receive detailed information from the headteacher about the school's life and work, pupils' achievements, and financial matters, and key governors join the meetings of senior staff at which plans are laid for the school's future development. This means that governors have a good knowledge of the school's strengths and weaknesses and they appreciate that standards need to rise. However, they are not key players in setting the pace or direction for school development and improvement.

The adequacy of staffing, accommodation and resources

Staffing

96 Longhill is generously staffed with teachers and support staff. This means that all pupils benefit from small classes and those with special educational needs have extra support in class lessons and additional teaching in small groups. This good level of staffing has a positive effect on pupils' achievement. The arrangements for the support and induction of new staff are good and the newly qualified teachers who have come to the school in recent years have been brought on well.

Accommodation

97 Accommodation is spacious, clean and well maintained and the grounds are extensive. Staff create a welcoming and stimulating learning environment by mounting displays that include a good range of attractive displays of pupils' work. The installation of a lift has established suitable disabled access to the upper floor. New nursery accommodation is ready for occupation. It is sited in the main school adjacent to the reception classroom. This is a great improvement to the accommodation for children in the Foundation Stage and it should aid continuity between nursery and reception.

Resources

98 The quality and range of learning resources are good overall. They are particularly good in the core subjects of English, mathematics and science. There has been a significant drive to provide exciting new materials to underpin the school's literacy strategy. The library has been overhauled in the last two years. It now provides a satisfactory range of up-to-date reference books and fiction of good quality and is right up to the minute with a thumbprint access system. The range of percussion instruments is too narrow and there are not enough resources for three-dimensional work in art and design. The school's resources are augmented when necessary by loans from the local library and museum services.

The school's use of its resources

99 The school uses its financial resources and staff well to promote effective teaching and learning but could make more effective use of time by organising the timetable to match the length of lessons more carefully to the requirements of the different subjects.

100 Financial planning is good so funds are directed to the school's educational priorities. Well organised, astute financial management ensures that the school's finances are carefully planned, used and evaluated in order to support teaching and learning. The financial arrangements and the spending are monitored well by senior staff and the governing body and they are looking ahead and laying broad plans to deal with possible calls on the budget over the next three years. Governors have a good understanding of the school's financial situation. Grants to the school for particular purposes, such as special needs provision, are spent properly.

101 Support staff are used particularly well. They work closely with the teachers and make a strong positive contribution to pupils' learning, especially for those who have special educational needs.

102 The school applies the principles of best value well. For example, competitive tenders are sought. Parents have been consulted to determine how they think the school could do better. The governing body has planned to monitor the impact of the new library on standards to ensure that the money has been spent well.

103 Day-to-day financial administration is good and proper budgetary controls are in place. The school office is run well by the administrative staff and thus frees the headteacher and staff to concentrate on the school's central purpose of teaching the pupils and developing their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

104 In order to continue to raise standards and to improve the quality of education, the headteacher, governors and staff should:

i] Raise standards in English and information and communication technology by:

In English:

- ◆ implementing a systematic language enrichment programme in the Foundation Stage and Key Stage 1, to improve pupils' speaking and listening skills;
- ◆ improving pupils' writing, particularly handwriting and punctuation, so they can use what they know about language more effectively, and improving the presentation of written work;
- ◆ developing and extending pupils' reading in Key Stage 2;
- ◆ providing more systematically planned opportunities for pupils to use and develop their literacy skills in other subjects.

(Paragraphs 9, 11, 48, 128 - 134, 142)

In information and communication technology (ICT):

- ◆ pushing forward on implementing the plans for improving the subject that are already in place.

(Paragraphs 10, 12, 48, 209, 211, 212)

ii] Make every effort to improve the rate of attendance.

(Paragraphs 24, 66 - 68)

iii] Strengthen the partnership between home and school and enable parents and carers to make a greater contribution to the school's life and work by:

- ◆ reaching out more effectively to pupils' parents and carers;
- ◆ matching communications from school more closely to parents' needs;
- ◆ improving the home-school reading partnership.

(Paragraphs 83, 84, 87)

iv] Increase lesson time and make better use of the school day by:

- ◆ ensuring that the length of time pupils in Key Stage 2 are taught each week meets the nationally recommended minimum;
- ◆ matching the length of lessons more closely to the requirements of different subjects.

(Paragraph 47)

v] Improve the provision for pupils to learn about a range of cultures so they are better prepared for life in a multi-cultural society.

(Paragraph 55)

105 In addition to these key issues for action, the following less significant points should be considered for inclusion in the action plan.

- ◆ Making better use of the information about pupils' performance by strengthening the links between the assessment of pupils' learning and whole-school curricular planning. (Paragraphs 72 - 74)
- ◆ Further developing the management role of the team leaders. (Paragraph 92)
- ◆ Ensuring that the lower attaining pupils in Years 5 and 6 make as much progress, in relation to their starting points, as the others. (Paragraphs 14, 149)
- ◆ Improving the provision, in the reception class, for children to learn through play and, in nursery and reception, for children to learn through activities out of doors. (Paragraphs 110, 111)
- ◆ Providing more systematically planned opportunities for pupils to use and apply their numeracy skills in other subjects. (Paragraphs 48, 157)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	20	32	11	2	0	0
Percentage	7	29	46	16	3	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)	65	221
Number of full-time pupils known to be eligible for free school meals	NA	107

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	18	91

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	8.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	11	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	13
	Girls	10	9	8
	Total	19	17	21
Percentage of pupils at NC level 2 or above	School	63 (71)	57 (49)	68 (77)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	13	11
	Girls	9	7	9
	Total	17	20	20
Percentage of pupils at NC level 2 or above	School	57 (77)	67 (77)	67 (80)
	National	84 (83)	86 (84)	91 (90)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	25	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	15
	Girls	10	9	17
	Total	21	20	32
Percentage of pupils at NC level 4 or above	School	41 (41)	39 (41)	63 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	13
	Girls	8	12	12
	Total	16	24	25
Percentage of pupils at NC level 4 or above	School	31 (41)	47 (38)	49 (54)
	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	208
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups		

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)	14.4
Number of pupils per qualified teacher	15.3
Average class size	22.1

Education support staff: Y[] – Y[]

Total number of education support staff	9
Total aggregate hours worked per week	195

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	32.5
Total number of education support staff	4
Total aggregate hours worked per week	98
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	766,893
Total expenditure	776,107
Expenditure per pupil	2,317
Balance brought forward from previous year	80,250
Balance carried forward to next year	71,036

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

311

Number of questionnaires returned

69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	7	0	0
My child is making good progress in school.	46	43	7	1	1
Behaviour in the school is good.	53	37	6	1	3
My child gets the right amount of work to do at home.	28	54	13	0	4
The teaching is good.	55	36	6	0	3
I am kept well informed about how my child is getting on.	41	41	13	1	4
I would feel comfortable about approaching the school with questions or a problem.	62	33	3	0	1
The school expects my child to work hard and achieve his or her best.	57	35	3	0	6
The school works closely with parents.	43	37	12	1	7
The school is well led and managed.	43	42	6	0	9
The school is helping my child become mature and responsible.	51	41	4	1	3
The school provides an interesting range of activities outside lessons.	28	33	10	9	20

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

106 The Foundation Stage covers education from three years of age to the end of the reception year. At Longhill children generally start nursery the term after their third birthday but, when there are spare places, children can start at as soon as they are three. For the most part, three-year-olds attend nursery part-time and the four-year-olds are full-timers. Each term the oldest children move on to the reception class.

107 At the time of the inspection there were 106 children in the Foundation Stage. Of these 16 were in the reception class. Another 47 children are due to start nursery later in the year. From January there will be a second reception class.

108 The nursery is housed in a separate building some distance from the main school. New nursery accommodation has recently been completed in the main building and children and staff were due to move into it immediately after the inspection. This should ease liaison between the staff and promote a seamless experience for the children. Despite the present constraints, the transition from nursery to reception is managed well. The older nursery children gradually undertake more work in 'lessons'. Children go over to the main school for physical education sessions. They visit the reception class before moving up and staff ensure that information about the children's performance is exchanged effectively. Consequently, children move on confidently.

109 When children start in the nursery the great majority are a long way behind most children of their age. Several of the higher performing children move to other schools after nursery. Taken overall, for those who go on to the reception class, their level of attainment on entry to nursery is very low. Many children need to learn how to play purposefully, to relate to adults and other children, and to use words to communicate. The children make good gains in their learning and achieve well from their starting point, but by the end of the reception year, in most areas of learning, the majority have not achieved the targets for their age (the 'early learning goals'). In communication, language and literacy, understanding of mathematics and knowledge and understanding of the world their attainment falls well short of the targets. In personal and social development, and creative development their attainment is below the targets. In physical development, attainment, by the end of the reception year, meets the targets.

110 The staff in the nursery and reception class know and understand the early learning goals well and plan the curriculum to meet them and to take good account of the children's starting points. The nursery provides a rich and stimulating environment in which children are given every encouragement to take an interest in learning new things. In reception the literacy and numeracy hours are introduced appropriately gradually. In both classes there is scope for better planning of purposeful activities outdoors to promote children's development in all areas of learning. At present outdoor play consists largely of opportunities to use wheeled toys and physical education lessons.

111 The quality of teaching and learning is good overall. There is a high proportion of very good teaching in the nursery and in reception the teaching is mostly good. This is true of almost all the areas of learning. The main differences in teaching are:

- ♦ the way staff use children's play and the activities they choose to undertake as a starting point for teaching; this is particularly good in nursery where staff teach through play. They help the children learn more about the world and develop their language skills through planned activities that the children see as play. For example, an area of the nursery was set up as a theatre. Staff used this very well to teach language and mathematical skills. The seats for the audience were numbered; there was a booking clerk who wrote down telephone messages; and the performance introduced new vocabulary. The children needed a lot of adult support to play together in this new setting but they took everything in and made good progress. Later a couple

of the highest attainers re-enacted what they had done.

- ◆ In reception, staff generally work intensively with small groups of children, often on early literacy and numeracy activities. They provide appropriate play settings, such as the 'clinic', but they do not join in enough to move children's learning on through play. This lack of staff focus diminishes the effectiveness of the provision for some elements of children's learning.
- ◆ the provision of first-hand, practical activities to help children learn new concepts and the quality of the activities provided for children to choose from. Sometimes the reception children do paper and pencil work when they would find it easier to learn from enjoyable but challenging practical activities.

112 About a quarter of the children have been identified as having special educational needs. The provision for them is good. They are supported well and fully included in all activities and they make good progress in the light of their learning difficulties.

Personal, social and emotional development

113 The provision for this area of learning is very good and, as a result, children make very good progress in developing an interest in learning, gaining the confidence and learning to make relationships. Their achievement from a low base is very good. However, by the end of the reception year, for most children, personal, social and emotional development is below the early learning goals.

114 When they start nursery many of the children find it very hard to approach adults and make friends with the other children. The staff provide a very good atmosphere of support and care and, by their very good example, they teach the children how to relate positively to each other. Consequently the children make very good gains in confidence and in their ability to make relationships. By the time they move on to reception, most are developing independence and playing and working together co-operatively. They have acquired the confidence to choose what to do when given the opportunity and to approach adults and seek help when they need it.

115 Staff introduce the children to other people's beliefs and cultures and encourage respect for them well. For example, in the build up to the nursery's harvest celebration, staff talked to the children about pictures of different celebrations, such as Rash Hashana. This work is sowing seed for the future. The children are open-minded about other cultures but remember little of what they have been told about them.

116 Provision in the reception class builds effectively on what has been achieved in nursery. More is expected of the children but in a similarly warm, supportive atmosphere. The reception children are below expectations for their age. They are well behaved and willingly accept the classroom rules and do as they are told. They enjoy interesting new activities, such as baking, and answer questions about what they have done, but they lack initiative. They relate well to the staff but, despite much very good provision, their ability to form relationships with other children is limited. Very few of the children attempt to involve others in their activities; they generally play alongside each other but not together. The vast majority of the children are unlikely to reach the national targets by the end of the year.

Communication, language and literacy

117 Taken overall, the provision for this area of learning is good and the children make good gains in their learning from a very low base. However, the reception children's attainment is well below what is expected for their age and very few are set to achieve the national targets by the end of the year.

118 In the nursery staff pay good attention to developing children's speaking and listening skills. They take every opportunity to engage children in conversation and to give them a very good example of communicating in words. They build new vocabulary into many of the activities,

including the times when they join in the children's play. However, most of the children are slow to use new words themselves and, by the time they start reception, few use as wide a range of vocabulary as most children of their age and several only use single words or short phrases. The children still find it difficult to relate what they say to the topic in hand. This is particularly noticeable in their free play. This weakness limits the children's ability to use language for thinking and reasoning; to help them explore new ideas and come to understand them; and to make sense of their experiences by re-enacting them in play. Only the highest attaining reception children normally talk in sentences and hold conversations with others. For example, one of these high attainers working with 'playdough' explained that, 'I've put a bit of blue in because I'm making a swimming pool for my friend.'

119 Early reading skills are taught soundly. Staff make good efforts to interest children in books and stories. For example, in nursery children paint their favourite storybook characters. Staff read appealing books, such as 'The Bad-tempered Ladybird,' well to the children. They set a good example of using expression when reading, they point out words and letters and they talk about the stories and the characters in them. Most of the reception children can concentrate for only very short periods. Consequently, their attention soon wanders, even though their teacher works very hard to make story time lively and interesting. In reception children learn about the characters in the school's 'reading scheme'. However, more could be done to make the 'book corners' in the classrooms more attractive and inviting, thereby promoting a love of books and reading. The reception children willingly choose books to look at but have little to say about them. They treat books reasonably carefully and turn the pages in order. They know that grown ups read the print not the pictures but they do not recognise any words. This attainment is below the level expected for their age.

120 There is a lot of good provision in both classes for children to develop early writing skills. For instance, in 'play settings' like the 'clinic' in reception and the 'theatre' in nursery, staff establish purposes for writing and there is a good 'writing corner' in the nursery. Staff provide a good range of props for writing in play settings and writing tools for other writing activities. The children copy the staff's example and make marks that they call writing but only the highest attainers in reception make marks that bear any resemblance to letter shapes. In reception staff encourage children to trace and copy letters but do not always pay sufficient attention to making sure the children learn to form letters correctly. Therefore there is a risk that children will form bad habits that make it harder than it need be for them to develop good handwriting when they are older.

Mathematical development

121 Provision for children's mathematical development is good overall and children achieve well. They make good progress in learning from a poor starting point. Nevertheless, for most children, standards in reception are well below expectations and few of the children are set to meet the national targets by the end of the year. In the nursery staff take every opportunity to support children's developing mathematical understanding in a wide range of activities. For instance, when a group of children were making wheeled vehicles from 'junk' materials, the teacher talked to them about the shape of the wheels, got them to estimate how many would be needed and to join in counting them with her. Few of the children in their last term in nursery count confidently beyond five. In reception children start to cover appropriate work from the National Numeracy Strategy. In some aspects of this area of learning the reception children's attainment is at the level expected for their age but this is deceptive because their understanding of the work and ability to use what they have been taught is poor and they are too heavily dependent on counting. For example, the children count groups of up to 10 objects correctly and they work out how many would be left if one or two were taken away or added. They say numbers in order to 29. However, after counting a set of toys, when asked another question about them, the children count them up again; they do not realise that there are still the same number. When asked to sort a set of toys they do not organise them systematically, for example by colour or size. They have difficulty explaining the calculations they have done and rarely use the mathematical vocabulary they have been taught, although they show that they have a reasonable understanding of it.

Knowledge and understanding of the world

122 Provision for this area of learning is good overall. For instance, interesting and stimulating displays are set up in nursery on sea creatures and the senses. These are intended to awaken children's curiosity and encourage them to take an interest in the world around them. The reception children have been out 'scrunching' in the autumn leaves and they brought some into school to study them more closely. They are introduced to early scientific concepts, for instance by making a pictorial chart of the weather day by day, and by baking. They are taught about differences between people and different families and they make 'All About Me' books. Despite the good provision, however, children's knowledge and understanding of the world around them are well below what is usual for their age and very few are set to achieve the targets for the end of the reception year. Many of the children have considerable difficulty retaining new learning. For instance, although the reception children talked about the scones they had just finished making and named some of the ingredients, they remember little about work they covered earlier in the term. For example, most remain confused about the colours of leaves in autumn. Only the highest attaining children know that leaves gradually turn brown and die. The children pointed out the pictures of their own families that they had completed in the previous couple of days. However, none of them knew what was happening in a photograph of a significant family event, baptism, although staff had talked to them about it before adding it to the display. The children learn best through practical activities and there is scope to improve this aspect of work in reception. Standards are higher in early design and technology work.

Physical development

123 The children make good progress in this area of learning. The three-year-olds are physically unskilled. For instance, they have difficulty jumping. For most children in reception standards are broadly in line with the national expectations for their age. They control wheeled toys quite well jump over 'hurdles' and aim balls when they throw them. The children's manual dexterity is not as good as these gross motor skills. Several of the reception children still find it hard to control pencils, scissors and other small tools. The provision for developing manual dexterity is satisfactory. For example, children use glue spreaders when they make models, they roll out 'playdough' and they cut out pictures. However, there is scope to improve the range of tools they use.

Creative development

124 Children have a good range of opportunities to undertake art and design work and to make music. Standards are highest in the musical aspect of this area of learning, in which children make good gains in their learning, and by reception children meet the standard expected. The nursery children join in familiar songs like 'The Wheels on the Bus' but only intermittently. The reception pupils control the volume of their voices well but their limited vocabulary shows; very few use the words 'loud' and 'quiet' without prompting, even though the teacher consistently uses these words to describe the sounds children listen to and make themselves. The children follow their teacher's simple conducting. The higher attaining children are just able to keep the pulse as they clap and sing the words of a song. Standards in the imaginative play and art and design aspects are below expectations. The children have a suitable range of opportunities to undertake art work. However many have little control over paint and other media so they rarely produce work that is recognisable. In their imaginative play, few of the reception children have yet reached the stage of co-operating together and developing ideas or storylines.

ENGLISH

125 Pupils in both key stages achieve well. They are making good progress in their learning.

There have been three key improvements in the provision for English since the last inspection:

- ◆ The National Literacy Strategy has been implemented effectively. Staff have had useful support and guidance from the local authority's literacy consultant and all classes now have a daily 'literacy' hour following the nationally recommended format;
- ◆ The quality of teaching has improved;
- ◆ The organisation of pupils into teaching groups has improved. This has made it easier for teachers to match work to pupils' learning needs.

126 In the 2001 Key Stage 1 national tests (the SATs), pupils showed they had made more progress than would be expected from the standard they had reached at the end of the reception year. In reading they made very good progress in Key Stage 1. The pupils who took the Key Stage 2 SATs in 2001 had made good overall progress from where they were four year earlier. Despite this good rate of progress and covering the right work, standards are low. In Year 6 standards are below average in speaking and listening and reading and well below average in writing.

127 There are several factors that account for the low standards. Firstly, pupils' language skills are very poor when they start school. Secondly, many pupils, despite their best efforts, have difficulty applying what they know about language and different forms of writing to their independent work. So, for instance, the Year 6 pupils can explain the correct use of capital letters but they often get them wrong in their writing. This reflects the high proportion of pupils with special educational needs which are mainly, though not exclusively, in language. Thirdly, the older pupils did not benefit from the present good quality of teaching as they came up the school because some of the school's most effective teachers have been appointed only recently.

Standards in Key Stage 1

128 The Year 2 pupils' performance is well below average in all aspects of the subject (speaking and listening, reading, and writing). The listening skills of most of these pupils are sufficiently well developed for them to sustain listening to the introductions to lessons and to instructions about the work they are to do, and to understand the main points of what is said. Their speaking skills are considerably poorer. Only the small minority of higher attaining pupils speak out clearly and vary their tone of voice appropriately, according to what they are saying. Most of the Year 2 pupils use only a very restricted vocabulary. In one lesson, they were required to give instructions on how to make a 'Lego' model. Most did not give sufficient detail to make their meaning clear.

129 In reading, pupils know how to tackle unfamiliar words. They use their knowledge of the sounds made by letters, they look at the pictures for clues, and they use the context to think of likely words that would make sense. Most of the Year 2 pupils take an interest in books and stories and talk about the main characters and events in them at a satisfactory level. They are developing an understanding of how written texts are structured. However, for a significant minority, their understanding of what they read is below the level expected for their age.

130 Most of the Year 2 pupils produce legible writing but it is not at the standard expected and they write too slowly. They often form letters incorrectly and the size of letters and words is inconsistent. Most of these pupils do not separate sentences with full stops and capital letters. Nevertheless, the higher attaining pupils' writing usually develops a logical sequence of ideas.

Standards in Key Stage 2

131 The majority of pupils in Year 6 are working at broadly the level expected for their age in speaking and listening and reading and below this level in writing. However, overall standards are brought down because very few pupils are achieving above average standards and a significant minority are a long way behind.

132 Most of the Year 6 pupils express themselves reasonably confidently but they have not

mastered standard English vocabulary and grammar. They take suitable account of their listeners but do not develop their oral contributions. For example, when talking about the work of their favourite authors, most needed prompting to add sufficient detail. Pupils listen carefully in lessons and respond readily to the teacher and each other.

133 In reading, only the higher attaining pupils are confident working at the level expected for their age. These pupils read a good range of books and other texts and are developing discrimination and an appropriate understanding of different styles of writing and genres. They compare and contrast elements of different writing, such as style, theme, setting and characters. They talk readily about their favourite authors. Their comments on what they read show a satisfactory level of insight into characters and why characters behave as they do. However, most Year 6 pupils are working below this level and those with significant learning difficulties are more than three years behind the level expected for their age. Most pupils still need to have their reading skills developed and extended in this key stage to ensure they continue to make good progress.

134 In Year 6 writing is still laborious for many pupils. Their handwriting is poor; they do not join their letters consistently and their written work is untidy. They do not use a suitable range of punctuation and they find it hard to sustain and develop ideas in their writing. Only the higher attaining pupils use speech marks, question marks and exclamation marks appropriately, for example, in their lively writing about Hull Fair.

The quality of teaching and learning

135 Teachers have a good knowledge and understanding of the subject and how to teach it effectively. Their thorough approach ensures that pupils make good gains in their understanding of the written word. Teachers set their expectations high. For example, lessons for the average and higher performing pupils are pitched so that they tackle work that is appropriate for their age and therefore challenging for them.

136 Teachers are aware of pupils' need to develop speaking and listening skills and they build opportunities for speaking and listening into English lessons. This helps pupils to make good progress, particularly in listening.

137 The books and other texts that teachers use in the shared reading phase of the 'literacy hours' are well chosen. They are at the right level and are attractive to the pupils. Furthermore, teachers provide a range of other resources of good quality to support pupils' learning. Consequently, pupils are well motivated and spurred on to try hard and work productively because they are interested and they achieve success at activities with the right amount of challenge for them.

138 Pupils are well involved, responsive and very well behaved in lessons because teachers keep up a brisk pace and manage pupils' behaviour very well. Pupils generally enjoy their lessons and are confident to participate fully in them because they have very good relationships with their teachers.

139 Teachers use homework regularly to reinforce pupils' learning. However, more could be done to develop the home-school reading partnership. At present it serves more as a record of pupils' reading than as an exchange between teachers and parents. It is rare to see comments in pupils' reading record books about how well they are reading, what they should concentrate on to improve or the extent to which they enjoy the books they take home.

140 The additional teaching provided for some pupils is having a positive effect on the attainment of several groups:

- ◆ Pupils with special educational needs are generally taught well. The specialist teaching provided for those with the most significant learning difficulties is of a very good quality. Its strength is rooted in positive relationships, high expectations, very good subject knowledge and careful match of work to individual pupils' learning needs. As a result, these pupils make good

progress towards the targets set in their individual education plan;

- ◆ Borderline pupils, who are close to achieving average levels, benefit from additional literacy support and 'booster classes';
- ◆ The higher attaining pupils are pushed on in extra small group sessions to do as well as they can.

141 These effective strategies, along with the formation of classes in Key Stage 2 according to pupils' levels of attainment, ensure that all pupils now have an equal chance to achieve their best.

142 Teachers provide some opportunities for pupils to use their literacy skills in other subjects. However these are not systematically planned to develop literacy skills by covering a range of different styles of writing for various purposes. Consequently, work in other subjects does not make the contribution it could to standards of literacy.

143 The improvements in English owe much to effective leadership and management of the subject and careful assessment of pupils' learning. The subject leader has a good awareness of standards and what needs to be tackled in order to raise them. Targets are now set for each pupil's learning and this is having a beneficial effect on rates of progress and pupils' understanding of how they could improve.

MATHEMATICS

144 Pupils in both key stages achieve well. They gain ground at a good rate and there are now signs that standards are rising. There are two main reasons for this;

- ◆ The quality of teaching and learning is good overall, with a high proportion of very good and excellent teaching in Key Stage 2;
- ◆ The subject is well led and managed. The subject leader has helped to improve the teaching, to focus staff's efforts on overcoming common weaknesses in pupils' knowledge and understanding of mathematics, and to get the National Numeracy Strategy implemented effectively throughout the school.

145 In the 2001 Key Stage 1 SATs, pupils did better than would be expected in view of their levels of attainment in the reception class. Similarly, in the Key Stage 2 SATs, pupils who stayed at the school did better than would have been predicted from their results at the end of Key Stage 1. This represents good achievement.

146 The present Year 6 pupils are set to do better in the SATs than last year's leavers.

Standards in Key Stage 1

147 Although pupils make gains in their learning at a good rate in this key stage, standards in Year 2 are well below average. Half the pupils in this year have special educational needs. About a third of the Year 2 pupils are working at a below average level and none are exceeding the expectations for their age. Most of the pupils in Year 2 have satisfactory knowledge of number facts and understanding of how the number system works. They add single digit numbers to make totals up to 20 and they use this knowledge to undertake simple calculations with money. They explain how they work out 'sums' but their strategies often do not use recently taught number facts. For example, they did not use their recently acquired knowledge of 'doubles', such as 8+8 and 7+7 to calculate 7+8. This is an example of pupils' difficulty in using what they have been taught. With the older pupils, this shows as a weakness in doing 'problems'. The Year 2 pupils are beginning to understand tens and units and realise that the position of a digit in a number determines its value. Their knowledge of shapes and their ability to use measures are satisfactory. They are familiar with

metres and centimetres and they measure reasonably accurately. They recognise and can name several three-dimensional shapes, such as cylinders and cones. The lower attainers have made good progress but are at least a year behind the standard expected for their age. For example, they have a reasonable knowledge of addition and subtraction facts up to 10 but are only just beginning to work with numbers up to 20; as yet they lack confident knowledge of the order of numbers from 10 to 20. They find it hard to carry out even very simple mathematical investigations such as finding several ways of putting 8 buttons into 2 boxes.

Standards in Key Stage 2

148 Standards at the top of the school are higher than the SATs results indicate. Well over half of the Year 6 pupils are working broadly at the level expected for their age in most aspects of the subject (using and applying mathematics; number and algebra; shape, space and measures) but attainment is a little lower in handling data. These pupils are well set to be securely at the expected level (National Curriculum Level 4) by the end of the year. They know their multiplication tables and they understand and use negative numbers. The higher attaining pupils do this particularly well, for example, mentally subtracting 6 repeatedly from plus 1 to reach minus 23. Most of the pupils have a sound understanding of fractions and decimals. For instance, they convert 50 per cent and 25 per cent into fractions correctly. They understand the difference between perimeter and area and calculate the areas of compound shapes using the formula 'length times breadth'. They understand co-ordinates and use them effectively. The higher attaining pupils understand that the 'origin' is 0,0. When data handling, only the higher attaining pupils fully understand the average and use this when working with simple graphs.

149 However, because there is a high proportion of pupils with learning difficulties, at least a third of the Year 6 pupils are working below the level expected for their age whilst only around a fifth are likely to reach an above average level. Evidence from examination of pupils' work shows that the lower attaining pupils in Years 5 and 6 are taught less well than the others. Consequently, the pace of their learning is slower and the gap between their attainment and that of the next group up is widening. For instance, they are not yet working with numbers over a thousand. In discussion, the lower attaining pupils revealed gaps in their understanding of mathematics and ability to calculate. For example, they could not work out double $37\frac{1}{2}$ mentally. They lack confidence working with decimals and, although they know the names of different units of measurement, they are not familiar with their use. For instance, they are not sure whether to measure the length of a corridor in metres or centimetres. Because of these weaknesses, standards in Year 6, taken overall, are below average.

150 Pupils in Year 4 are attaining higher standards in relation to their age than those in Year 6. This suggests that, with continued teaching of high quality, SATs results are likely to improve considerably in a couple of years.

The quality of teaching and learning

151 Teaching and learning are good in Key Stage 1 and very good overall in Key Stage 2, where some teaching is of the highest quality. In Years 5 and 6, the higher attaining two-thirds of the pupils benefit from excellent specialist teaching. All the Year 4 pupils are taught very well. Consequently, standards are rising. Most of the pupils in Key Stage 2 are making gains in their learning at a very good rate and this holds the promise of improved standards at the top of the school in the future.

152 Throughout the school, teachers manage their pupils very well, so classrooms are orderly and pupils follow the rules and take their work seriously. As a result, lessons move along at a pace that enables pupils to make good progress. The teachers also give pupils confidence so they believe they are good at mathematics. Teachers know what they want pupils to learn in each lesson and they share these 'learning objectives' with the pupils in language they understand. For example, in a lesson for pupils in Year 1 and 2, the learning objective was for pupils to understand and use appropriate vocabulary to compare measurements. The teacher told the pupils, 'we're

going to use these proper words now, not just bigger and smaller'. They all made an effort to use words, such as 'less', accurately. The older pupils know exactly what level they are up to and what they need to do to improve and they have a realistic view of their ability to achieve higher levels and a good idea of their chances in the SATs.

153 This sharp focus on learning objectives is not always sustained in all lessons. Sometimes teachers refer only cursorily to the lesson objectives and sometimes do not take the trouble to phrase them in language the pupils can readily understand. This means that pupils are not so clear about the purpose of their work or how well they are doing.

154 Teachers have benefited from additional training and they are implementing the National Numeracy Strategy well. All classes from Year 1 to Year 6 have a daily lesson following the recommended three-part structure. Work for the average and higher attaining pupils is now pitched at the level expected for the pupils' ages and teachers work hard to help the pupils keep up. This means they have a good chance of achieving average standards by the time they leave the school.

155 Senior staff have correctly identified a need to improve pupils' knowledge of mathematical vocabulary and told teachers what subject vocabulary they should teach in each year. The teachers introduce new mathematical words conscientiously but do not always give pupils as many opportunities as they could to use these new words themselves to consolidate their learning. In the most effective lessons very good attention is paid to teaching vocabulary in ways that enthuse the pupils. For example, in Year 6, the teacher often told pupils 'this is a key maths word'. They are expected to notice new words and use vocabulary accurately and precisely and are praised for doing so. The success of this is seen, for instance, in Year 5, where pupils understand and use 'integer'.

156 The use of ICT in mathematics lessons is limited. There is little evidence in pupils' books to suggest they use ICT to extend and support their learning in mathematics on a regular basis. Nevertheless, in some lessons ICT is an integral part of the work. For instance, in an excellent Year 6 lesson the teacher used an overhead projector and calculator very successfully for demonstrations and to hold pupils' attention during the whole-class teaching. The school now has sufficient computer programs and teachers know which to use with their classes. However, work remains to be done to ensure that ICT is used effectively to develop pupils' mathematical knowledge, understanding and skills in all classes.

157 Teachers provide some opportunities for pupils to use numeracy skills in other subjects. For example, in science Year 2 pupils accurately calculated the length of time it took for plaster of Paris to set. However, the impact of such activities on pupils' ability to use what they know is diminished because they are not systematically planned.

158 The most effective teaching is rooted in:

- ◆ the teachers' very good knowledge of the subject and high expectations of what pupils can achieve;
- ◆ excellent relationships with pupils;
- ◆ a strong focus, in lessons, on all pupils achieving the learning objectives and,
- ◆ very good attention to teaching pupils to use what they know.

159 When teaching is of this very high quality, teachers' subject knowledge, high expectations and understanding of how pupils learn mathematics enable them to push learning on very effectively. They explain new mathematical concepts very clearly, focusing pupils' attention on understanding the key elements of the work, and they question pupils in ways that get them to use and build on what they have already learned. For instance, in a Year 6 lesson, the teacher used counting on and back very effectively to get pupils using their knowledge of negative numbers. This was taken to a demanding level when pupils were expected to count back in intervals of 0.25. The

impact of these strengths is that pupils are enthusiastic about the subject, they are all engrossed in their work, and the attention they pay to the teacher is very, very good. They make great efforts to respond rapidly to questions, for example, responding very well to one teacher's motto, 'don't be the loudest, be the quickest'. There is a buzz of great enthusiasm for learning in the best lessons.

160 In the very good and excellent lessons, teachers are very successful at letting the pupils know just how much they want them to do well. They make learning fun, with games and catch-phrases that appeal to the pupils, and they focus intensively on the work in hand and pushing pupils' learning on. For example, in a lesson on multiplication with a class of lower attaining Year 3 and 4 pupils, the teacher used several different well thought out games, all reinforcing pupils' knowledge of multiplication facts. This successfully held the pupils' interest. They all joined in enthusiastically so they were thinking all the time and got lots of practice. As a result, their understanding of multiplication and their ability to use their 'tables' improved. In Year 5 and 6 the teacher checks frequently that all pupils are keeping up and gives extra attention to any who find the work hard. The excellent relationships between teacher and pupils mean that those who are struggling have the confidence to admit it. Furthermore, pupils are encouraged to help each other understand new work and they do so willingly.

161 In the most effective lessons teachers are very successful at helping pupils to understand how they can use what they already know to tackle new work. For instance, in a very good Year 4 lesson the teacher explained very clearly how to use doubling to work out the four times table and the pupils soon managed to apply this new understanding independently.

162 Provision and standards in mathematics have improved since the last inspection and are still improving as a result of good subject leadership. The subject leader has supported teachers in introducing the 'numeracy hour' and made sure there are plenty of resources for the new ways of teaching. She has also improved the use of assessment to find out if pupils are getting on as well as they should and which aspects of the subject are taught most and least effectively.

SCIENCE

163 Most pupils in both key stages, including those with special educational needs, achieve well. The teaching is good and pupils make good progress in their learning as they move through the school. They build effectively on what they can do when they first join the school. However, pupils' attainment, taken overall, is below average for their age. For many pupils, low standards of English, particularly writing, make it difficult for them to explain and record their scientific work sufficiently clearly. Standards have held up since the last inspection, even though the school's main focus has been on literacy and numeracy. The standards in the present Year 6 are considerably higher than those achieved in the 2001 Key Stage 2 SATs.

164 Pupils achieve well and progress at a good rate because of the following factors:

- The teaching is good, with some very good teaching in Key Stage 2 and much helpful marking of pupils' work;
- Assessment is used well to plan the next steps pupils need to take in order to improve;
- The subject is well led and managed;
- There is a good range of well organised resources of good quality that are used well to support teaching and learning;
- Pupils have a sound understanding of how to conduct fair tests.

165 Some aspects of the subject hinder pupils' learning:

- Pupils' understanding of earth and space is weak;
- Pupils' ability to use graphs and charts to present their findings is generally weak;

- Pupils have too few opportunities to devise their own scientific investigations.

Furthermore poor literacy skills impede learning.

Standards

166 Most of the pupils in Year 2 and Year 6 pupils are working at the level expected for their age in most aspects of science. However, overall standards are brought down to below average. This is because there is a big 'tail'. Although a few pupils are set to achieve above average standards by the end of the year, many more are unlikely to make average.

167 The majority of pupils in both key stages have satisfactory knowledge and understanding of physical processes, such as electricity. The Year 2 pupils are aware of the uses of electricity in the home and they understand the basics of how electrical circuits work. They use batteries, bulbs and wire confidently to construct circuits containing additional bulbs. In Year 6 the average and higher attaining pupils confidently construct circuits in series and parallel, incorporating motors and buzzers. They use appropriate symbols correctly in circuit diagrams. Pupils' understanding of electricity is enhanced by good opportunities to use what they know in design and technology. For instance, the older pupils design battery operated fans that include switches and motors. The lower attaining pupils are confused about the symbols to use so their circuit diagrams are unclear. Pupils' understanding of the earth and space is not as good as it should be for their age. They know the phases of the moon but have limited understanding of the relationship between the earth, the sun and the moon.

168 Only a little work on life processes and living things was seen. Nevertheless, teachers' planning shows this aspect of the subject is taught thoroughly and pupils learn at a good rate. The Year 2 pupils have a satisfactory understanding for their age of the role of different types of food in a healthy diet. They correctly identify different stages in human development. Most of the Year 6 pupils use branching keys accurately to identify and classify different life forms. They name the various parts of plants and understand that water travels to all parts of a plant because they have conducted experiments to prove it. The lower attaining pupils' work shows less grasp of detail than that of the majority. For instance, their sketches and descriptions of roots are incomplete.

169 Pupils undertake many practical activities that help them to make good progress in learning about materials and their properties. The Year 2 pupils observed rocks and accurately identified differences between them. The higher attaining pupils noted down the rocks' different properties clearly. The Year 6 pupils classify different types of soil accurately and describe investigations into their solubility clearly.

170 Pupils' attainment in the skills of scientific enquiry mirrors that in other aspects of the subject. Pupils have sufficient opportunities to present their scientific findings in a variety of formats, such as charts and graphs. However, for many, these are often poorly presented and lack the detail expected for the pupils' ages. Only the higher attaining pupils consistently achieve an average standard in this element of the work. When they write up experiments most pupils do not include sufficient detail. The Year 6 pupils have a satisfactory understanding of what constitutes a 'fair test', but their ability to devise such tests for themselves is below the level expected, largely because they have few opportunities to do so.

The quality of teaching and learning

171 A number of strengths in the teaching account for pupils' good learning and consequent good rate of progress. The quality of teaching and learning is good overall:

- ♦ Teachers manage children very well so that they work hard and behave very well. For example, Year 3 pupils co-operated well in small groups when they worked on the classification of rocks, with little direct supervision. Because the teacher prepared work suited to the pupils' different levels of attainment and carefully introduced new scientific words such as, fossils and crystals,

their vocabularies and understanding were extended;

- ◆ Teachers have high expectations and a good understanding of how to teach basic ideas in science. For example, in a very good lesson in Year 5 pupils were challenged to devise their own investigations into air resistance. Most of them decided on suitable methods and included fair testing as part of the investigations. They made good gains in learning as a result;
- ◆ Teachers present work in practical and lively and interesting ways which engage their pupils' and enhance their learning. For example, pupils in Year 1 and 2 used toys and spinners in their investigations into movement. Year 6 pupils extended their understanding of the use of materials when they visited a local firm;
- ◆ When they mark pupils' work teachers write helpful and encouraging comments. These guide pupils in knowing what they need to do to move on in their learning and therefore support their good progress;
- ◆ Because relationships are very good, pupils are confident to involve themselves in discussions and to ask and answer questions. They know that their efforts will be valued. This helps to raise their confidence and self esteem and motivates them to learn well. For example, in the very good teaching in Year 6 children were praised and encouraged very effectively. This helped them to sustain their concentration and to participate in discussions and made them eager to increase their understanding of air resistance.

172 The subject is led and managed well. The subject leader organises the subject well. He supports his colleagues enthusiastically and checks up on learning and teaching. Assessment is used well to identify weak areas. This has enabled staff to recognise the need to pay more attention to teaching about earth and space and has led to the concerted and systematic effort to improve pupils' understanding and use of scientific vocabulary. As a result of these strengths, the subject leader has a clear understanding of what needs to be done to raise standards throughout the school and has laid good plans to take the necessary action.

ART AND DESIGN

173 It was possible to see only two art lessons, both in Key Stage 2, and there was not a lot of pupils' previous work to look at. Therefore, judgements have not been made on overall standards or the quality of teaching and learning in Key Stage 1. Judgements on the standards and teaching and learning in Key Stage 2 are based on the two lessons seen, examination of pupils' work and teachers' planning, and discussions with pupils and staff.

174 The limited amount of work seen in Key Stage 1 was broadly in line with what is expected for pupils for the pupils' ages. In Key Stage 2, the quality of pupils' learning varies considerably, but overall they learn at a satisfactory rate and achieve broadly average standards. All pupils have equal access to the opportunities offered. Consequently, they make equally good progress in their learning in relation to their starting points.

175 The Year 2 pupils' work using textures and patterns is in line with expectations. Their paper collages show a developing sense of design and their work with materials and threads to illustrate the story of Isis and Osiris shows satisfactory skilfulness. Standards with other media vary, however, because teachers are inconsistent in their expectations regarding pupils designing their work. Consequently pupils' torn paper flowers and collages of their 'favourite place' are far more successful than other pictures where less thought has gone into their design. Pupils' ability to apply paint is below average. Consequently, the decoration of their three-dimensional work, as well as their flat paintings, lacks finish.

176 The Year 6 pupils' work using pattern, line and texture is in line with expectations for their

age. By then, pupils have progressed in developing more individuality in their work, so that, for example, they use what they know about the style of 'Art Deco' to produce a variety of pleasing designs for buildings. Again, teachers' expectations for the design element of the subject vary. Pupils' work is satisfactory when expectations are higher. Pupils understand how to use contrasting colours to obtain a satisfying effect in painting. However, only the most able know that tone is important in making flat paintings of trees, for example, look solid. Pupils do make not the progress they should in painting because they are not systematically taught the necessary skills, such as the correct use brushes.

177 Although overall attainment is in line with expectations, pupils make good gains in their learning and achieve well in classes where teachers:

- ◆ inspire pupils to discuss high quality in art;
- ◆ use their own knowledge to raise standards;
- ◆ expect pupils to make the best use of their understanding and skills in their work;
- ◆ encourage pupils to work with increasing independence;
- ◆ build pupils' self-esteem.

178 Pupils' work with paint is not as good as it could be because:

- ◆ there is a lack of progression in the development of pupils' skills;
- ◆ teachers' expectations are not as high as for other aspects of the subject.

179 The quality of teaching in Key Stage 2 is satisfactory and pupils make satisfactory overall progress in learning. However, there are examples of good and excellent teaching which raise pupils' attainment above expectations. In one lesson where pupils studied Art Deco, the teacher developed pupils' self-esteem and confidence in using evaluative language by asking them to comment on different styles of art. They thoroughly enjoyed the opportunity to express their views and show their knowledge of how the artists achieved the effects they wanted, making such comments as 'It looks as if the water is on fire!' Using a wide variety of excellent resources, the teacher put across art vocabulary such as 'blending' in relation to the application of colour, so that pupils could use the words themselves. The result of this input of high quality was a large number of sophisticated designs, showing very good understanding of the effective simplicity of Art Deco. Pupils at all levels of attainment, including those with special educational needs, worked with patience and determination. For example, one pupil with special educational needs made two attempts, the second being a remarkable improvement.

180 In another lesson, pupils' work from a study of Clarice Cliffe's art progressed well because they had good opportunities to discuss their work with the teacher and classroom assistant. They responded well to teaching which valued them, by showing very good attitudes and concentrating hard on their work.

181 Standards have been maintained, but not improved, since the last inspection. A number of factors are holding up improvement:

- ◆ Teachers' expectations of what pupils can achieve vary;
- ◆ The future development of the subject is not systematically planned;
- ◆ Staff have little opportunity for additional training;
- ◆ There is little systematic assessment of pupils' work to help teachers know what needs to be developed;
- ◆ There are not enough resources for teaching and learning, including computer programs.

182 However, the leadership and management of the subject have recently improved. The present subject leader knows what needs to be done and has sound plans in hand that should lead to higher standards.

DESIGN AND TECHNOLOGY

183 It was possible to see only four lessons. Judgements are based on these lessons, examination of pupils' work and teachers' plans, and discussions with pupils and teachers.

184 Standards in both key stages are in line with what is expected nationally. For all pupils, including those with special needs, this represents satisfactory achievement overall. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Consequently, in Key Stage 1 pupils make gains in their learning at a good rate and in Key Stage 2 their rate of learning is satisfactory. Pupils thoroughly enjoy the subject and this enhances the quality of their learning. However, further improvement is hampered by the absence of systematic arrangements for assessing the standard of pupils' work and their rate of learning.

185 In Key Stage 1, pupils design and make a variety of products. They learn to plan their work. The Year 2 pupils produce satisfactory labelled drawings before they embark on making products, such as purses, puppets and torches. These pupils take care over their work and want to achieve pleasing results. Their hand puppets and torches are put together carefully and decorated well. Pupils' skill at evaluating their work is not as good as their designing and making. They discuss the quality of their products but have difficulty writing their evaluations down.

186 The Year 6 pupils work more independently and their products show greater individuality. These pupils consider the purpose of the products they make as well as how to make them attractive. They make a range of products, such as slippers, musical instruments and models of fairground rides, to a satisfactory standard. Their designing skills are adequate. They draw what they intend to make and produce step by step plans but all aspects of the planning process lack detail.

187 The most effective teaching is the result of the following factors:

- ◆ Thoroughly planned pacy lessons that use practical experiences well; for instance, pupils in Key Stage 1 learned to make slider mechanisms. They took various examples to bits to see how they worked. Staff were careful to use the correct vocabulary, such as 'mechanical', 'lever', and 'slider' and the pupils made good progress in understanding and using these terms. Older pupils visited a fair before making models of fairground rides;
- ◆ Teachers use demonstrations well. When pupils made the sliders, the teacher prepared them well for problems they might come up against, like the slider falling out. This was effective in ensuring pupils succeeded in the task, learned how to overcome difficulties, and their learning was not frustrated;
- ◆ Effective day-to-day assessment helps staff plan the next lesson to match pupils' stages of learning;
- ◆ Pupils benefit from close support from teachers and classroom assistants; this enables them to develop satisfactory making skills.

188 In some lessons expectations of the quality and appearance of pupils' finished products are not high enough. Consequently, although pupils put effort into the making process, they do not try hard enough to decorate and finish their products to a good standard.

189 Standards and quality have been maintained, but not improved, since the last inspection. The leadership and management of the subject are satisfactory overall. There is a wide range of resources for teaching and learning and they are now better organised and more accessible. Nevertheless the main strengths and areas for development remain the same. Pupils' design and make tasks sometimes lack challenge; pupils are not always expected to write down their plans

and evaluations coherently; sometimes expectations for the finish of products are not high enough; the absence of systematic whole-school assessment arrangements hinders effective planning; and opportunities for pupils to use and apply their numeracy skills are missed.

GEOGRAPHY

190 Pupils achieve well in both key stages because they are taught well. Although standards are below average in Year 2, these pupils have made good progress in learning in Key Stage 1 from a low base that reflected their poor communication skills. The Year 6 pupils' work is at the level expected for their age. All pupils, including those with special educational needs, make equally good progress in relation to their starting points. Standards have been maintained since the last inspection.

191 The following factors account for pupils' good achievement:

- ◆ The quality of teaching is good;
- ◆ Pupils behave very well in lessons;
- ◆ Lessons are conducted in an atmosphere of calm co-operation.

192 The following aspects of the subject are less strong:

- ◆ Pupils have limited understanding of geographical patterns;
- ◆ Pupils lack techniques for the effective use of secondary sources to support investigation;
- ◆ Pupils' organisation and presentation of written work are relatively weak.

193 In Years 1 and 2, pupils use their knowledge of local geographic features well to make comparisons. For example, they refer to Bridlington when talking about bays. Good work on traffic control is wide-ranging as pupils show an appreciation of the need to examine their own environment critically. Some pupils recognise that water flows from the hills down to the sea, and most know that 'mountains are big hills'. The highest attaining pupils differentiate between physical and human features. All know that an atlas contains maps, but their knowledge of directions is still sketchy. In written work they often give good answers to simple questions where they have to fill in the gaps but there is little evidence of extended or independent writing. Nevertheless, in lessons, pupils talk at some length about topics they have covered, for example the imaginary Hebridean island of 'Struay'.

194 In Key Stage 2 pupils are becoming much more sophisticated in their approach to geographical enquiry. The Year 6 pupils are aware of symbols and can use keys on maps. All write and talk with confidence about the water cycle, using vocabulary such as 'evaporation' and 'condensation.' Some pupils remember key details about their study of Egypt, the Aswan Dam in particular. Higher attaining pupils suggest how the environment might be improved, for example, in a discussion about pollution. Most pupils have satisfactory mapping skills. For instance, they identify co ordinates and four-figure grid references. Investigative work on natural resources shows an ability to interpret patterns. However, in discussion, pupils rarely draw on their knowledge to suggest further areas for geographical study. This is indicative of a general need for more independent research.

195 It was not possible to observe lessons in Key Stage 2. Teaching in Key Stage 1 is good. All teachers help pupils to use what they know by making good references to previous learning. Descriptions and explanations are crisp and clear. Pupils' answers are valued and help to give a positive shape to all lessons. All teaching and support staff provide informed support for pupils whatever their level of attainment. They build well on the pupils' enthusiasm for learning.

196 In a mixed Year 1 and 2 class, the teacher skilfully organised the pupils on their return from a physical education lesson. Pupils were quickly back into a more sedentary environment, asking pertinent questions about water sources for an inland lake. A clear focus on stated learning

objectives was mirrored in a good Year 1 lesson, where the careful sequencing of information gave pupils a clear understanding of key vocabulary, such as 'mainland' and 'bay.' There is a fundamental awareness of the needs of all pupils in teachers' planning and teaching. In this lesson, the weakest pupils were provided with appropriate challenge, and the strongest extended effectively. The benefit of probing questioning was evident in a Year 2 lesson. All pupils were kept fully involved in the discussion, and this ensured that the teacher's objective of emphasising physical features was kept to the forefront of all pupils' minds. The classroom support assistants are a valuable asset. They are involved in planning and know when and how to give help effectively if pupils need it.

197 A different teacher has just taken over the leadership and management of the subject and sound plans are in hand to enable her to find out about standards and the quality of teaching all through the school. Work in geography is underpinned effectively by the recently reviewed whole-school plan of work, which is of good quality. However, the assessment systems are not sharp enough to ensure that staff know what to concentrate on in order to raise standards further. The resources for teaching and learning have recently been improved and now need organising and storing efficiently so that they are easily accessible and fully used.

HISTORY

198 Pupils achieve well. They make good gains in learning in both key stages. Standards in Year 2 are below average for the same reasons as in geography. The Year 6 pupils' work is at a broadly average standard for their age, though pupils' knowledge and understanding of history outstrips their ability to write about it. There has been a good improvement in standards since the last inspection.

199 These factors account for the fact that all pupils make equally good progress in view of their starting points:

- ◆ Teaching is consistently at least good and sometimes inspirational;
- ◆ Pupils' attitudes to learning are very positive;
- ◆ Assessment procedures are good;
- ◆ Teachers use resources imaginatively.

200 These aspects of the subject that hinder pupils doing even better:

- ◆ In Key Stage 1, a relative lack of emphasis on *why* events happened and the consequences of decisions taken;
- ◆ In Key Stage 2, historical enquiry gets less attention than other aspects of the subject;
- ◆ Throughout the school, there are weaknesses in the presentation of pupils' written work.

201 In Years 1 and 2, pupils begin to develop a sense of chronology and confidently compare their own world with life in times gone by. For instance, they make sensible comparisons with the lives of cavemen and toys from past and present. There is particularly good work in the progression from candlelight to the electric light. Pupils with special educational needs produced some good work about the need for hand washing of clothes in Victorian times and the higher attaining pupils researched effectively into the use of household materials in the same era.

202 There are still weaknesses in the interpretation of evidence and using varied sources of information. Pupils' reading and writing skills are not yet strong enough to enable them to do extended written work at this point.

203 During the next four years, standards continue to improve as pupils' ability to write and speak more fluently begins to develop. There are valid attempts to explain the differences between different people – for example, the Anglo-Saxons and the Vikings. Pupils begin to use historical

vocabulary more readily. They use words like 'thorpe' and 'thwaite' when writing about the Vikings. Creative writing improves, for example in storyboards about King Alfred. The recent Year 6 World War 2 topic has produced some good quality work and pupils wrote evocatively about the lives of evacuees. They appreciate the realities of war and the effect it has on people's lives but are still better talking about events than writing about them.

204 It was not possible to observe teaching in the Key Stage 1. The three lessons seen in Key Stage 2 were of high quality. All teachers have a very strong relationship with their pupils, whose attitudes to work are often superb. Questioning is very skilled and teachers stretch the higher attainers by insisting on them considering *how* and *why* historical events occurred and took the course they did. Teachers are particularly good at providing work matched to the wide range of ability in their classes, although in Years 1 and 2 there is too great an emphasis on drawing and labelling.

205 In a good Year 3 lesson, an ambitious attempt to re-enact the story of King Alfred helped to embed the details in pupils' minds. A very good lesson in Year 4 was epitomised by challenge and high expectations. Pupils were expected to use research skills – and they did, using a variety of sources, including ICT. All pupils know that they have to concentrate on the *impact* of events and to develop skills of analysis.

206 A Year 6 lesson was inspirational. The planning and preparation of resources were exemplary, with every detail well considered. The introduction of senior citizens who had first-hand experiences to share was highly effective. Pupils recorded interviews with senior citizens, made meals as in 1941, played with toys and games of the period and examined a range of artefacts loaned from the museum service. For these pupils, history came alive and they made excellent gains in learning about the constraints of wartime and the reality of everyday life in 1941.

207 The leadership and management of the subject are satisfactory. As a result, appropriate educational visits, for instance to Eden Camp, and regular opportunities for assessing pupils' learning are planned into the curriculum and staff are supported. The school has good links with the community. Teaching and learning are supported by a very good range of resources and many high quality displays.

INFORMATION AND COMMUNICATION TECHNOLOGY

208 The provision for pupils to learn information and communication technology (ICT) has been improved very recently and the teachers have benefited from additional training. As a result, pupils are now making good progress but they have not had time to catch up to where they should be. This is why standards are low, although pupils are now achieving well because they are gaining ground at a good rate.

209 From the beginning of this school year the leadership and management of the subject have been bolstered by having two teachers jointly responsible for it. The deputy subject leader has already made a big difference and improvement is moving on apace after a period in which little progress was made. There is now a good plan of action to tackle the weaknesses in the subject. A good plan has been formulated for the work pupils will undertake in each year as they move up the school. This should ensure that pupils develop ICT skills progressively and build systematically on what they have already learned. The arrangements for assessing pupils' learning are now thorough and effective. Plans are in hand for the responsible staff to start checking on the quality of teaching and learning.

210 The resources for teaching and learning have improved greatly since the last inspection. There are many more computers now. This has enabled the school to create a 'computer suite' that makes it easier to teach new ICT skills to a whole class. Pupils now have access to the Internet. These enhanced resources are used effectively and are therefore having a positive effect on pupils' learning and, in relation to their ages, pupils are doing better lower down the school. This

holds the promise that, with continued good teaching, standards are set to rise over the next few years.

211 Standards of attainment are well below the national expectation at the end of both key stages. Pupils' basic computing skills and keyboard skills are weak. For instance Year 3 pupils are very slow at finding letters on the keyboard and they are not familiar with the options that show on screen, such as 'save'. In their lesson on graphic design, these pupils used a computer program, 'Colour Magic', to design Christmas wrapping paper. Only the higher performing pupils organised and presented their designs at the standard expected for their age. They manipulated the size of different elements of their designs, successfully producing a complex pattern. Pupils in Year 1 are proficient with the 'mouse'.

212 The Year 6 pupils are nearly two years behind the expected standard for their age in most aspects of ICT. They use computers with a reasonable degree of independence. For example, they save and retrieve their work. They use a word-processing program to produce reports, stories and poems, varying the style of print (font) and its size. They understand how to incorporate illustrations into printed text. However, the standard of word-processing is held back by pupils' limited literacy skills. Year 6 pupils have a satisfactory knowledge of the potential of ICT for communication and as a source of information. They know about e-mail and they use the Internet and CD-ROM encyclopaedias. For example, in history, they research information about the Second World War. However, their ability to manipulate and organise information and present it in ways that meet a particular purpose or the needs of a particular audience is considerably lower than expected for their age. Pupils are beginning to use control technology. For instance, they use a sensor to track changes in temperature.

213 The quality of teaching and learning is now good. Learning is aided by pupils' positive attitudes and enthusiasm for the subject; they enjoy their work; they take pride in their achievements and they are pleased with the results they get, like the printouts of their maps in Year 2. Furthermore, they learn to use ICT in other subjects. Teachers now have greater confidence and expertise, as a result of recent training. Their good planning of work supports pupils' progress. For example, teachers use questions well to revise previous work and to check how well pupils are grasping new lessons. They explain things clearly and show pupils how new work relates to what they have already covered. They give pupils the right amount of support to give them confidence and help them learn at a good pace and they provide suitable resources to help pupils work independently. For example, in a Year 4 lesson the teacher provided cards with key words on. This meant pupils had less need to seek adult help and the teacher could push learning on by talking to pupils about their work and challenging them to make their designs more complex and interesting.

214 Teachers create a good sense of purpose for ICT work by making links between ICT and other subjects. For example, in geography the Year 1 and 2 class is learning about life on a Hebridean island. In ICT they completed maps of the island by placing symbols for various features, like mountains, the bridge and the post office, in the correct places. This activity gave the pupils plenty of opportunity to consolidate their basic skills as they clicked on the symbols and moved them to position them on the map. The Year 6 pupils used ICT to make thank-you cards for the adults who had contributed to the success of their 'Lifestyle 41' event in history.

215 Teachers make sure that all pupils, boys and girls and those with special educational needs, have a fair turn on the computers and get the support they need to make progress. Specialist teachers use ICT well to reinforce pupils' learning of literacy skills. The curriculum is enhanced by opportunities for pupils to practice their skills out of lesson time at the Friday Club.

MUSIC

216 It was possible to see only one music lesson in Key Stage 1 and two in Key Stage 2. Therefore no overall judgement is made on the standards attained or the quality of teaching and learning. Where judgements are made, they are based on standards in the lessons seen and

practical work with an inspector, the standard of singing in assemblies, discussions with staff and pupils, and examination of teachers' planning.

217 The standard of one-part singing is in line what is expected nationally. Standards of instrumental performance are in line with expectations in Year 2, but well below expectations in Year 6. The development of music is hindered because the arrangements for leadership and management of the subject are temporary, as at the last inspection. Pupils behave very well in music, but many do not like the subject. All pupils are given equal access to the opportunities provided.

218 While no overall judgements are made of attainment and achievement, pupils do well in music where the teacher:

- ◆ has enough subject knowledge and expertise;
- ◆ has high expectations of pupils' performance, encourages them to evaluate their own performance and challenges them to improve;
- ◆ uses pupils' previous learning effectively to consolidate and develop the quality of their performance.

219 One of the lessons seen was excellently taught and, as a result, the pupils, most of whom have special educational needs, achieved very well and reached average standards for their age in singing. They responded very well to the teacher's high expectations of diction and correct posture. They put a lot of effort in and worked with enthusiasm because they sensed the teacher's respect for them.

220 Pupils do less well where the teacher:

- ◆ lacks confidence or;
- ◆ does not challenge and involve the pupils enough.

221 Pupils sing simple songs to a satisfactory standard. Most sing in tune with adequate volume and diction. The Year 2 pupils copy short rhythmic phrases accurately and compose their own phrases successfully. They maintain steady repetition of rhythms against different ones performed at the same time by other pupils. They identify and name percussion instruments correctly.

222 The Year 6 pupils' ability to keep a rhythm accurately, to maintain a steady pulse, and to improvise is considerably below average for their age. This is because they have had insufficient opportunities to use musical instruments. The quality, quantity and range of percussion instruments are unsatisfactory for work in Key Stage 2 and those that are provided do not represent a sufficiently wide range of cultures.

223 Standards in singing have been maintained since the last inspection but instrumental performance remains below average. The lack of improvement is mainly the result of two factors. Firstly the temporary leadership and management arrangements mean there is no concerted approach to planning how to develop the subject. Secondly, some teachers lack sufficient expertise in the subject but have not had additional training.

224 Music makes less contribution than it could to pupils' spiritual, social, and cultural development. Pupils listen to classical music such as Vivaldi's 'Four Seasons' but opportunities are missed to encourage them to reflect on its qualities or to discuss what Vivaldi was trying to achieve. Moreover, pupils have few opportunities to collaborate and learn the discipline necessary for successful group performances.

PHYSICAL EDUCATION

225 Standards in physical education are average by the end of both key stages. The picture was much the same at the last inspection. There is no difference in standards between boys and girls. Most pupils, including those with special educational needs, made good progress in the gymnastics, dance and games lessons seen during the inspection.

226 In Key Stage 1 pupils work enthusiastically in gymnastics and reach satisfactory standards. For example, in the Year 2 class they worked hard to improve their movement using different combinations of hands and feet. They enjoy their work and, as in Year 1, co-operate well in the use of space. Pupils generally behave well because teachers manage them well and they are eager to improve their skills. They develop increasing control over their movements and move in a wider variety of ways as they progress through this key stage. Because teachers share lesson objectives with them at the beginning of and during lessons most pupils know clearly what they are expected to achieve. This helped pupils in Year 2, for example, to improve their co-ordination when throwing and catching bean bags and enabled them to achieve satisfactory standards.

227 Most teachers have a good knowledge of the subject and they observe and analyse pupils' movements skilfully. As a result they give pupils good guidance as to how to improve. In Year 6 for example, most pupils know and use technical terms such as 'heel swivel' and 'cowboy strut' as they show a secure knowledge of step patterns and respond sensitively to music in line-dancing. Because dance is taught systematically pupils make good progress and achieve satisfactory standards. Teachers are careful to support pupils' work by using appropriate language. This was well illustrated in the Year 3 and 4 class where the response of lower achieving pupils to the mood of the music was enhanced by the teacher's choice of words, which enabled them to interpret the music imaginatively. Coaching is good. For example, in a Year 4 class the teacher intervened skilfully in order to help individuals improve the speed and accuracy of their chest passing. This enabled them to reach satisfactory levels of skill.

228 In both key stages teachers ensure that pupils warm up thoroughly at the beginning of lessons so they are ready for vigorous action. Teachers make good use of their own and pupils' demonstrations to illustrate good examples of skill. For example, at the beginning of and during the games lesson in Year 4 the teacher showed pupils how to give an accurate pass. When demonstrations are linked with opportunities for pupils to reflect on their own and others performance, as in the gymnastics lesson in Year 2, pupils make good progress. However, occasionally explanations and demonstrations are too long and pupils begin to cool down. Relationships are good and this gives pupils confidence to improve their skills and performance because they know that their efforts will be valued. It also enables them to collaborate well in games and in the use of the good range and quality of equipment provided by the school.

229 Pupils are taught swimming in Year 4. Most make good progress and reach a satisfactory standard. The school offers a good range of extra curricular sporting activities. These include netball, football, rounders, athletics and a badminton club. The sporting provision is enhanced by additional coaching provided by local professional rugby league and cricket clubs. The subject is well led and managed. The subject leader works hard to organise the subject and to provide support for colleagues. She checks up on teaching and learning in order to improve standards and gives a clear educational direction to the subject.

RELIGIOUS EDUCATION

230 Pupils achieve well and standards in both key stages match the expectations for the pupils' ages. The pupils' good progress is the result of skilful use of debate and discussion in lessons, to compensate for the relatively low standards achieved in written work. This means that all pupils, including those with special educational needs, develop the knowledge and understanding of religion that they should even though many of them find it hard to write.

231 Several factors contribute to pupils' good progress:

- ◆ From an early age, pupils are taught to interpret abstract ideas;
- ◆ The teaching is good;
- ◆ Pupils are open-minded, they value one another's contributions and work actively with their teachers to produce a real learning partnership. This is aided by the strengths in provision for pupils' personal development that lead to attitudes, behaviour and relationships.
- ◆ An enthusiastic subject leader ensures that religious education maintains a high profile in the school.

232 Some elements need to be developed further:

- ◆ The amount of emphasis on the quality and presentation of pupils' written work could be increased so pupils consolidate new learning and have a useful record of what they have covered;
- ◆ The subject leader's plans for more rigorous assessment need to be developed and implemented. This would facilitate a systematic approach to checking and recording pupils' progress to support the planning of work and ensure pupils get on as well as they can in their learning.

233 The Year 2 pupils describe qualities such as kindness and love. They still find it difficult to grasp the idea that gifts do not have to cost money. They recognise physical differences between different people and make pictorial representations of happy and sad memories. They know that Jesus had twelve 'friends'. The higher attaining pupils have produced some successful creative writing related to religious themes, for example in retelling the story of Handa's surprise. Most pupils know key words associated with the areas of work they have studied.

234 Throughout Key Stage 2 pupils' written work reveals developing maturity in their thinking. However, their contribution to whole class and small group discussions remain the strongest feature of their work. They are aware of rituals in people's lives and the meaning of symbols such as the cross or candles. A brainstorming session on communities produced telling comparisons of qualities such as sharing that are evident in a range of faiths. Lower attaining pupils make creditable attempts to describe important events like the Festival of Light. All pupils know the main elements of a range of Bible stories such as Noah's Ark and the parable of the loaves and fishes. Pupils of all ages are willing to share special thoughts or events with their classmates, who listen to them with great empathy. There is good interaction between boys and girls and different ability groups in all classes. In their independent writing tasks, too many pupils are prepared to settle for brief sentences or drawing a labelled picture. Written work is often hampered by poor handwriting.

235 Three lessons were observed and the teaching was of a good quality in all of them and pupils therefore made good progress in their learning. Teachers provide a solid basis for development with an informed review of previous lessons. Question and answer sessions are particularly successful, as teachers involve pupils from different ability groups. They reinforce the value of positive contributions and are sufficiently confident to allow pertinent observations from the group to affect the direction taken during discussions. This is good practice. Children know that they are influencing the shape of the lesson, because their teachers and peers respect what they say.

236 In a successful Year 1 and 2 lesson, pupils were encouraged to describe their feelings about a special event. When they described specific examples, the teacher skilfully teased out of them an appropriate quality that this might represent. Good preparation of resources and systematic planning underpinned a good Year 3 lesson in which pupils were able to express emotions in a supportive atmosphere. An effective, purposeful atmosphere ensured that pupils were able to share positive viewpoints. There were sensitive references to the war in Afghanistan, that developed pupils' ability to reflect on life. For example, one pupil contributed that 'technology does not guarantee peace'. In the concluding activity, one pupil in conversation defined happiness as 'a field full of corn and sounds of laughter'. Such imaginative use of language becomes more

evident as pupils progress through the school. This focus is promoted by all teachers and classroom support assistants, whose contributions in class are invaluable. They know the pupils well and help to frame their individual targets.

237 The subject is managed effectively by an enthusiastic co-ordinator. The curriculum meets the requirements the City of Hull LEA Agreed Syllabus (the plan of work for schools in the area). Portfolios of work have been established for all year groups. Regular monitoring helps to ensure that all pupils, whatever class they are in cover the same work as they move up the school. The arrangements for assessing pupils' learning are adequate but there is scope to improve them. This process has begun as the subject leader is pursuing a self-assessment system that would encourage pupils to analyse their own spiritual, moral and social development. The curriculum is enriched by regular visits by representatives of local churches. During the inspection, almost all pupils in Year 4 attended a voluntary session with members of a local church to produce a range of artefacts. Resources are well organised and displays of work to stimulate and consolidate religious thinking and learning are of good quality. The display depicting the story of Osiris was particularly effective since it combined elements of literacy and textiles.

238 Progress since the last inspection has been good. A more determined insistence on quality in written work has the potential to raise standards further and complement the new self-evaluation process.