

INSPECTION REPORT

APPLETON PRIMARY SCHOOL

Kingston Upon Hull

LEA area: Kingston Upon Hull

Unique reference number: 117713

Headteacher: Mary Langton

Reporting inspector: Joyce Taylor
4275

Dates of inspection: 4th – 7th February 2002

Inspection number: 243984

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Appleton Road Kingston Upon Hull East Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	John Smith
Date of previous inspection:	June 1997

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INFORMATION ABOUT THE INSPECTION TEAM

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4275	Joyce Taylor	Registered inspector	Mathematics Art and design Equal opportunities English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
11084	Jane Hughes	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
27337	Sylvia Oultram	Team inspector	The Foundation Stage Geography History Music	
4295	David Dodds	Team inspector	Science Information and communication technology Design and technology	Quality and range of opportunities for learning
24039	Lesley Traves	Team inspector	Special educational needs English Physical education Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Appleton Primary School is larger than most schools. There are 320 pupils aged between 3 and 11 years. This includes 74 nursery children, 8 of whom attend full time. Most of the children come from the immediate area, which is established council housing with some home ownership. There are no assessments to show the children's attainment when they start in the nursery. When the majority of children start in the reception class, their attainment is below what you would expect at four years old for communication, language and literacy but typical for the other areas of learning. There are fewer children entitled to free school meals than in most schools (12 per cent compared with 18.6 per cent nationally). There are many fewer children than average on the register or with statements of special educational needs. Mainly these children have moderate learning difficulties. There are very few pupils from minority ethnic backgrounds or who speak English as an additional language (0.3 per cent). The area from which the school draws its pupils has average social and economic circumstances.

HOW GOOD THE SCHOOL IS

This is a very good school. There are many strengths and few weaknesses. The children reach above average standards in English, mathematics and science and in almost all the other subjects of the curriculum. The leadership and management of the headteacher are very good and her aims for the children are very clearly seen in the day-to-day life of the school. The teaching is good and often very good. The school provides very good value for money.

What the school does well

- The standards are above average at the end of Key Stage 1 in all subjects. They are above average at the end of Key Stage 2 in all subjects apart from physical education, information and communication technology and religious education, where the standards are average.
- The children make good progress. The children in the nursery and reception classes make good and sometimes very good progress.
- The teaching is good throughout the school and very good at the end of each key stage. As a result, the children reach above average standards and become independent and thoughtful learners.
- Aspects of the children's personal development and the way they form relationships are excellent. The school provides exceptional opportunities for moral development.
- The leadership and management by the headteacher are very good and some aspects are excellent.

What could be improved

- Progress in mathematics for about one in ten children in Key Stage 2. These children currently reach standards that are just below average.
- Aspects of assessment for the nursery children and some parts of the nursery environment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997; since then there have been good improvements in the issues identified for development. There are now good standards in teaching and learning in the nursery and in design and technology in the junior classes. Child protection procedures are now very good. The school's systems to analyse test results and identify what needs improving have led to good developments in the curriculum and better standards. In addition, there have been good improvements in other aspects of the school. The teaching has improved. Standards are better in mathematics, aspects of English, history and geography and information and communication technology. The school has

improved the way it supports the children's behaviour and develops their understanding of how to get on with others. The pupils' attitudes to learning are now very good. The school buildings have been improved with an attractive new reception classroom and library by spending part of the school's savings and through funding raised by the parents.

STANDARDS

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

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

Over the past few years, the children at the end of Key Stage 2 have usually reached standards that are average or above in their national tests. In 2001, the standards in English and mathematics slipped. This was because there was some unsatisfactory teaching. Additionally, one fifth of the children had special educational needs. Currently the children are reaching above average standards in all subjects apart from information and communications technology, physical education and religious education where the standards are average. The children achieve well. The standards in mathematics, while above average, are still lower than they could be. This is because a small number of children, about one in ten, are not challenged enough. The standards in science have steadily improved and have risen from below average and are now above. The school sets and achieves appropriately high targets for English. The targets for mathematics could be a little higher.

At the end of Year 2, the children are reaching above average standards in all the curriculum subjects and they achieve well. This is due to the well organised curriculum and the good and very good teaching. Over the past few years, the Year 2 children have usually reached above or well above average standards in their national tests. In 2001, their results were average in reading, above average in writing and well above average in mathematics.

The children in the nursery have below average standards in communication, language and literacy and creative development. Their standards are average in the other areas of learning. The children enter the reception class with below average standards in communication, language and literacy and average standards in the other areas of learning. By the end of the Foundation Stage, they have above average standards in mathematics, creative development and personal development. Standards in the other areas of learning are average. They achieve well in both classes.

The children with special educational needs achieve well. They are given very good support when working in small groups. The children who have English as an additional language make good progress and their work is monitored carefully. The school has a register for children who are likely to reach high standards. These children are given challenging work and are very successful learners.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good. The children try hard to do their best. They like school and are very enthusiastic about all the activities.
Behaviour, in and out of classrooms	Very good. Pupils take notice of the school behaviour code very well at all times. Often their behaviour is excellent.
Personal development and relationships	Excellent. The pupils are exceptionally good at taking the initiative when they think something needs doing. They form excellent relationships with each other and the adults.
Attendance	Well above average when compared with other schools.

TEACHING AND LEARNING

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

Of the 67 lessons seen, almost nine out of ten lessons were good or better and there was no unsatisfactory teaching. This is better than at the time of the last inspection. Most pupils learn the basic skills of literacy and numeracy at a very good rate. Literacy is taught very well. Most aspects of numeracy are also taught very well but the assessment procedures are not detailed enough. Consequently, in the junior classes, there are a few children who are not sufficiently challenged and could improve their basic skills of calculation. There is good and very good teaching in the nursery and reception classes. However, in the nursery, the children's progress is not monitored effectively and their achievement is unclear. The teaching is very good in the infant classes and, as a result, pupils reach above average standards by Year 2. The junior classes build well on this good start and above average standards are maintained in most subjects. There are two temporary teachers who contribute well to the work of the school. Across the school, the children learn well and make good progress.

There are particular strengths in teaching, particularly in reception, the infants and in Years 5 and 6. Teachers in all the classes are very good at helping the children become confident about trying things out. In Years 5 and 6 the teachers discuss with the children how quickly they are making progress and what they need to learn next. The few more ordinary lessons are not organised or managed as well as the best. This can result in children not working hard enough or not finding their tasks exciting and stimulating.

Pupils with special educational needs are taught well. They are given good support by staff and they make good progress. The school has children who are potentially very high attainers. These children are supported and monitored very well and appropriately advanced work is set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum has been adapted well to make sure the lessons are interesting and challenging in almost all cases.
Provision for pupils with special educational needs	Good. Work is carefully matched to suit children with higher or lower than average attainment. These pupils make good progress.
Provision for pupils with	Good. Work and standards are monitored carefully and children make

English as an additional language	good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for moral development is excellent and this reflects the aims of the school. Social development is very good. The school provides a warm sense of community that supports pupils very well. Spiritual and cultural development are good.

How well the school cares for its pupils	Good. Staff are very sensitive to the needs of the children. Many aspects of assessment are very good but more rigour is needed for mathematics. Assessments in the nursery do not show how well the children are making progress and this is unsatisfactory.
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Parents have positive views of the school. The links between the school and parents are already good and still improving. The parents contribute well to pupils' learning, particularly through sharing and choosing books in the new library.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads the staff very effectively. She has identified clear aims for the school that are implemented exceptionally well. These have improved the standards and the quality of teaching. All staff are keen to improve further and are well placed to succeed.
How well the governors fulfil their responsibilities	Good. The governors are well informed and strongly committed to supporting the school. They fulfil their responsibilities well.
The school's evaluation of its performance	Very good. The school monitors the teaching and learning very effectively. The need for further improvements in mathematics and assessment in the nursery have been identified.
The strategic use of resources	Very good. The school receives more funding than many schools. The budget is used very well to raise standards and begin improvements to the learning environment. The principles of best value are applied very well.

The accommodation in the main building is good. The mobile classrooms are draughty and damp. This distracts the children and interrupts their learning. The school has an appropriate number of teachers and other staff. The resources to support learning are 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"> • They feel very confident about approaching the school with questions or concerns. • The school expects the children to work hard. • The school is led and managed well. • The children like school. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework. • The information about how the children are getting on.

The inspection team agrees with the parents' positive views about the school. The range of activities outside lessons and the homework are typical for schools of this kind. Information about how well the children are doing is good for English and mathematics but could be improved for the other subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children in the school come from homes that reflect average social and economic circumstances. In many families, there are adults in low paid or part-time employment who receive financial supplements. This means that fewer children are eligible for free meals than might be expected. It is difficult to make comparisons with similar schools because the low number of children receiving free school meals does not reflect the typical circumstances of the area.
2. When the children come into the nursery, the assessments are not used to show progress but indicate what curriculum the children have covered. The school has identified this concern and has already taken action to remedy it. Currently, the nursery children are reaching average standards in all areas of learning apart from communications, language and literacy which is below average and they are making good progress. The children in the reception class entered with average standards in all areas of learning apart from communication, language and literacy which was below average. They have already reached average standards in this area and above average standards in mathematical development, creative development and personal and social development. They have achieved well in these areas of learning. They are, for example, able to recognise and use initial letter sounds well and can count and recognise and order numbers to at least ten. Their standards and their achievement are average in the other areas.
3. By the end of Year 2, the children's test results in reading, writing and mathematics, over the past few years, have been good. The children who took their national tests in 2001 reached average standards in reading, above average in writing and well above average in mathematics. The standards in science were average overall, although in some aspects of the subject they were very high and, in others, well below average. This was because not enough attention was given to investigation and exploration in science lessons. This has now been remedied. When they entered the reception class, their standards were average. They made good progress over the time they were in school and achieved well in most areas. The children who are currently in Year 2 are already reaching consistent, above average standards in the core subjects of English, mathematics and science and in all the other subjects of the curriculum. They are achieving well. This is due to the good teaching, the effective implementation of the national strategies for literacy and numeracy and overall good curriculum organisation. The headteacher and subject leaders monitor the children's test results very closely and provide good support to maintain or improve the standards.
4. At the end of the junior key stage, in the national test results in 2001, the children reached below average standards in English and mathematics, and average standards in science. This group of children had reached higher standards in English when they took their Year 2 tests. During their final year in Key Stage 2, the progress of some of the children was unsatisfactory and their standards fell below average. About 20% of the children had special educational needs but more than this reached below average levels in their national tests. The children are taught in ability sets and last year their learning, particularly in English and mathematics, was influenced by weak teaching in one of the sets. The children were subsequently taught by several different teachers and this caused considerable disruption. In mathematics, fewer children than expected reached the above average level 5. There is no detailed

analysis of the progress each child is making in mathematics. When learning slows down it is not always recognised and sufficient action is not always taken to improve their standards. This influences the achievement in mathematics in the junior classes. The school has recognised this area of concern and is planning to improve it. The majority of children who took their tests in 2001 achieved at a satisfactory pace but about one in ten had unsatisfactory achievement. These children reached a level that was just below average.

5. The children who are currently in Year 6 are reaching above average standards in English, mathematics, science, and all the other subjects of the curriculum apart from religious education and physical education. The higher attaining children are reaching higher than average standards and these pupils are given very good support. There is more stability in the teaching and this is having a positive influence. When they left the infant key stage, the Year 6 pupils reached above average standards in reading and well above average standards in writing and mathematics. This shows that the children's progress is satisfactory in Key Stage 2 for English. This is due to the good teaching and clear assessment of the children's progress. In mathematics, the analysis of test results is thorough and highlights any weaknesses in coverage of the curriculum. However, the school does not check how well individual children are making progress. Additionally, the teachers do not compare their lesson planning to ensure that those pupils in different sets, whose ability overlaps, are given the same level of work. Mathematics lessons do not always give sufficient attention to developing calculating skills in numeracy. This is slowing the rate of achievement for about one in ten of the children and resulting in lower test results than expected. In science, the standards are above average and improving on earlier years.
6. The school sets targets each year for the eleven year olds to reach. These match what is expected in most schools in mathematics and are higher in English. The school reaches its targets because the analysis of the children's tests is very detailed and accurate predictions are made. These targets could be higher in the light of the children's earlier standards in mathematics. The school's standards show a trend of improvement that, while broadly in line with most other schools, is slightly better. The standards reached by boys and girls are the same.
7. Pupils with special educational needs achieve well, in relation to their abilities. This is because their needs are catered for well and the support they receive, both in class and in small groups, is often very good. Individual education plans set out targets for improvement and are sufficiently detailed to guide pupils' learning. Teachers and support staff take good account of the plans in lessons and identify tasks and resources which challenge them at the right level, particularly in literacy. These plans are also reviewed regularly to ensure pupils are making appropriate progress and new targets set, as a result. Occasionally, some pupils would benefit from their targets being reviewed half-termly rather than termly, so that they do not 'mark time'. Parents are kept fully informed about progress and are strongly encouraged to support their children by helping them with work at home. Children who speak English as an additional language are making good progress and reach above average standards. They are given good support and their work is monitored carefully.

Pupils' attitudes, values and personal development

8. Pupils have very good attitudes to school and maintain very good standards of behaviour. Their personal development and the quality of relationships between all members of the 'Appleton family' are excellent and are real strengths of this school.
9. Ninety five per cent of parents who returned the questionnaire agreed that their children like school. The children are very interested in lessons and concentrate well for extended periods. This helps them to produce a good volume of work and decreases the amount of time teachers have to spend in repeating instructions. Children settle well at the start of lessons and there is very little fuss. They quickly develop a sense of self and this is extended by teachers who offer frequent opportunities to pupils to talk about their own feelings and values. Children become increasingly self-confident in their approach to such discussions. For example, in a Year 5 religious education lesson, pupils made careful decisions about some of the dilemmas they had experienced in their lives and were keen to share these with their peers. Pupils participate happily in such debates because they know no one will laugh at them however difficult they find it to speak out. Older pupils are particularly keen to take on additional roles and responsibilities around school and they respond well to teachers' trust in them. Children approach any extra-curricular activities with the same intense enthusiasm. During a dance session run by two secondary school students, pupils quickly picked up the basic movements to a rock and roll dance, watching carefully as the two girls modelled the moves for them. They were keen to explain what they were doing and how this followed on from previous sessions.
10. Standards of behaviour are very good as pupils respond to the very high expectations set for them by staff. They have a clear understanding of how adults expect them to behave. Pupils are genuinely polite and eager to please even when no adults are present; they are not motivated solely by a desire to win additional team points but have a firm grounding in what it means to be part of a larger community, serving one another. As a result, pupils are very kind to each other and offer mutual support. A good example of this was seen in the nursery, where some of the youngest children were playing musical instruments outside. One of the boys went to use a whistle discarded by a friend but, just as he raised it to his lips, a girl stopped him quite spontaneously and told him to wipe it first with a tissue from inside and "... not just with your fingers, because you'll get germs!" Pupils also react well to any projects designed to help those less fortunate members of society; they regularly raise sums of money for national charities. There have been no instances of exclusion from school.
11. Relationships are of the highest order at Appleton School. Pupils are quick to identify with the very positive examples set by all adults in the school as they emphasise the qualities of respect for others and fair play. Children demonstrate a growing tolerance for views that may differ from their own as, for example, they discuss topics during personal, social and health education sessions. Pupils make the most of any opportunities to express their own opinions; they chat easily with visitors and it is normal to see twenty or more hands shooting into the air when a teacher asks a question in class. This is because pupils mature in the school, secure in the knowledge that teachers do not expect them to know the correct answer to everything but that they should never be afraid to 'have a go'. The headteacher has built this very successful school community on a strong foundation of trust and pupils repay this trust daily.

12. Pupils make the most of every opportunity – and there are lots in this school – to extend their own personal boundaries and to take some responsibility for aspects of everyday organisation. Adults are pleased to allocate more responsibility as pupils get older and, by the time they reach Year 6, pupils are staffing the office at lunchtime, providing good levels of service in the dining hall or operating technology such as checking library books in and out with a scanner. Pupils work co-operatively every day. This happens frequently in lessons and the 'Playground Friends' scheme is particularly impressive and allows older and younger children to interact extremely well. Now that the school's personal, social and health education programme is embedded in the curriculum, healthy eating is highlighted by staff. Pupils respond with great initiative as they sell fresh fruit at breaktime. They bag up grapes and sell individual apples or oranges. They decide what to order and when, and are quick to reject any bruised fruit. Even the youngest children take on responsibilities as all classrooms have monitors. All pupils are also able to participate in an annual school production and junior pupils are expected to research their own long-term science projects.
13. Levels of attendance are well above average and are slightly higher than at the time of the last inspection. Such very regular patterns of attendance ensure pupils settle easily into school routines. Parents are very conscientious about informing the school of any reasons for absence and there is no recorded unauthorised absence. Most children arrive on time and this ensures a very prompt start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is very good at the end of each key stage and generally good or better in other parts of the school. Of the 67 lessons seen, nine out of ten were good or better; this includes five lessons that were excellent. About one lesson in eight was satisfactory. None was unsatisfactory. This is an improvement since the previous inspection. Since then the headteacher and senior staff have strengthened the monitoring and evaluation of the teaching. They have provided advice and training for teachers that have helped them improve their lessons. Additionally, the headteacher has developed an extremely strong atmosphere in the school of trying to ensure that the children learn successfully. As a result, the teachers are all strongly committed to providing the best learning opportunities they can; this has improved the quality of teaching and raised the children's standards. The very good teaching occurs in all year groups but is particularly strong in the reception class and in Years 2, 5 and 6 where some of the teaching is excellent and the rest is usually very good. The children who have English as an additional language are taught well and as a result they make good progress.
15. The coordinator for English has very effectively supported the introduction of the National Literacy Strategy through monitoring and advising the teachers how to improve. She has demonstrated lessons and shown the teachers good ways of working. This has been very successful and the teaching of literacy is good. The mathematics coordinator is active and informed and gives the teachers good support. The Numeracy Strategy has been implemented effectively but, in Key Stage 2, the standards in mathematics of about ten percent of children could be higher. There are some aspects of teaching in mathematics that need further development. Some children of similar attainment receive slightly different work because they are in different sets and the teachers do not plan together. Not all mathematics lessons include enough opportunities for mental calculations although some of the junior children, particularly in Year 5, are not as competent as they should be. The subject leader and the headteacher have identified a need for more detailed assessments of

the children's progress. A new system has been identified but not yet implemented. All the teachers work very hard to raise attainment in mathematics; they have a good knowledge of the subject and their lessons are challenging for the vast majority of pupils. There has been monitoring of the teachers' lesson plans in all the subjects. The staff have responded well to recommendations following these observations and this has helped them improve their teaching.

16. The teachers show particular strengths in the way they support the children to become independent thinkers. This was seen in design and technology, for example, when the Year 4 pupils were expected to make individual decisions when designing and making money containers. In literacy, very careful questioning helped the children in Year 2 understand the feelings of a character in their story and relate their own feelings to the circumstances. The pupils drew on their own experiences and earlier learning to identify why the characters behaved in certain ways. The children are encouraged to be confident and speculate about what is happening and why. In science in Year 6, for example, the teacher pressed the children very hard to explain what they knew about liquids changing into gases. She asked why there was an oily smell and how was it reaching them through the air. The children thought back to earlier lessons to try to understand and verbalise their thoughts. The teachers have very good subject knowledge and can respond well when the children ask them questions. Time is used very well. In reception, the teacher used the children's snack time to encourage talk about what to do if you get lost and also to consolidate the skills of subtraction.
17. The teachers expect the children to work hard and do well. High standards are set and the lessons move along quickly. In Years 5 and 6, the children are told how well they are doing when compared with the national curriculum levels. The teachers identify what pupils need to do in order to reach the next level and they provide clear instructions. This strategy is strongest in English and has not yet developed as far in mathematics where the children do not receive individual targets. Literacy targets are discussed with the children and, together with their teachers, they identify the next stage in their learning. The children understand the importance of reaching the next steps and work hard to achieve well.
18. Where the teaching is more ordinary, there are sometimes discussion sessions when the children sit and listen for too long. This causes some pupils to become restless and lose concentration. In almost all cases, the children's behaviour is excellent but there are classes where the management of the pupils is not so strong. Very occasionally, a child is stubborn and will not conform to the expected standard of very good behaviour. Sometimes the pupils become distracted and their progress is slower. These incidents do not occur frequently and they stand out in the otherwise very good management and organisation of the children.
19. The marking of pupils' work is very rigorous. In most subjects, there are helpful comments that tell the child precisely what is needed to improve the work. In mathematics, the marking is regular and frequent but it consists mostly of ticks and brief praise and does not tell the children what to do next in order to improve. The teachers give good, clear feedback in lessons but there is nothing to remind the children at a later date why their work was good or what improvements are needed. Homework is used well in the junior key stage and is appropriate in the rest of the school.
20. Teaching provision for pupils with special educational needs is good, overall, and often very good. Clear and detailed records are kept so that teachers know exactly

where pupils are up to and are able to identify the next steps in their learning. Those pupils who have statements of special educational needs or who are awaiting statements receive good help and support so that they are enabled to take a full part in lessons and other school activities. A teacher from the local authority special educational needs service provides high quality teaching for small groups of pupils. The children work very hard because she has high expectations of them. In classrooms, most support assistants are skilled at meeting the needs of the pupils. They reinforce key concepts thoroughly, breaking down the learning into small, achievable steps. This not only helps pupils to achieve well, but also does much to raise their self-esteem. Very good use is also made of modern technology to support pupils' learning and to assess their progress.

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

21. The school provides a very interesting and challenging curriculum for its pupils. Nationally recommended curriculum guidance has been adapted well to make sure the children receive interesting and carefully thought out lessons. The children in the nursery receive good provision and in the reception class very good provision. Sufficient time is given to all subjects including design and technology, which was under-represented at the time of the last inspection. Numeracy and literacy are taught in sets throughout the junior classes and science is taught in sets in Years 5 and 6. This works very well for English and science and well for mathematics. The literacy curriculum is supported well by visiting authors and poets and people role playing famous authors. Theatre groups visit the school regularly. There is a well planned programme of class visits and field trips which supports learning in religious education, science, literacy, history, geography and art.
22. The school has implemented the National Literacy Strategy extremely well but has not implemented the Numeracy so well. The basic skills for numeracy and literacy are taught well and used effectively across the curriculum. The more able pupils in numeracy receive effective additional support from the local university, and there is a 'booster' class for those pupils in Year 6 who need extra help in numeracy, as well as some extra lunchtime tuition for literacy and numeracy. The pupils are given many opportunities to use extended writing in other subjects such as history, science and religious education. Numeracy is used effectively in subjects such as science and design and technology. Information and communication technology is used very effectively to support learning across the curriculum. The oldest pupils receive extra instruction in control technology from a specialist twice weekly.
23. There is good provision for pupils with special educational needs. Their learning plans are clear and concise and they reflect an effective programme of support. Gifted and talented pupils are identified and the work is matched to their needs. Provision is good for pupils with English as an additional language. Their curriculum has been matched to their needs and this helps them make good progress.
24. There are good links with the local community and these help to enrich the curriculum. The coordinator for this area has not held the post for very long but she has made a very positive start. Several of the links she has established have brought new resources into school, such as textiles and wood. Liaison with a national aviation company is having a direct impact on the external environment - the playground in particular. Links with a local newspaper allow pupils to see the latest in information and communications technology in action. They spend time on site, touring the news building and then write their own reports, some of which are eventually published in

the newspaper for public consumption. Park Rangers who worked with the school last year, planning flowerbeds in the park, were so impressed with the children that they now come into school each week to run, free of charge, football and rugby training sessions during their lunch hour.

25. Relationships with other local schools, particularly the secondary school to which the majority of Year 6 pupils transfer, are good and have improved recently. A steady stream of students from the University of Hull complete work placements in the school; they offer staff a new perspective and make a positive contribution to pupils' learning. A productive initiative is the targeting of certain Year 6 pupils to join in a programme of 'acclimatisation' at the secondary school. This helps them to settle more quickly after transfer and ensures they do not waste valuable time at the start of Year 7. There are also opportunities for more able mathematicians to attend additional classes at the secondary school. Recently, the school has appointed a second student mentor and this supports further students' work with pupils during their placements.
26. Overall provision for pupils' personal, including their spiritual, moral, social and cultural, development is very good. In particular, provision for moral development is excellent. This is an improvement from when the school was last inspected.
27. There is good provision for pupils' spiritual development, centred largely in the religious education curriculum, during collective worship and in personal, social and health education lessons. Attention to equality of opportunity is apparent in all the school's work; everyone is included. However, the school could provide even more opportunities for pupils to experience and write about inspirational moments that colour their lives. Collective worship is carefully planned but lacks a real time for reflection.
28. Provision for pupils' moral development is excellent and lies at the very heart of the school. The school is a community that lives according to its aims and really does promote 'an awareness of moral values, service, friendship and the communal respect of all'. Central to this excellent provision is the sense of trust that permeates from the headteacher, through all staff members as far as the children and parents. Here is a school which is a real family, as seen so clearly during the Year 5 and 6 class assembly on the theme of 'friendship', when pupils were encouraged to explore aspects of trust, feelings, honesty and unselfishness. At the end, children and parents rushed to embrace each other, some clearly overcome by the emotional content and assured performances of the children.
29. Very good provision for pupils' social development is reinforced in a number of ways. The school fosters a warm sense of community and offers pupils a wide range of experiences such as team games, assemblies, visits to places of interest and roles in school productions. There is a satisfactory range of extra-curricular activities; twenty-six per cent of parents who returned the questionnaire expressed dissatisfaction with the range of activities on offer but inspectors found it to be broadly similar to the choice found in most schools. A particular strength of the school's provision is its newly embedded personal, social and health education programme. This is well planned and is helping pupils to become mentally and physically stronger and to know how to keep safe. The sex and drugs education policies are well considered and encourage pupils to think about such issues as "Should drinking be banned?" Much emphasis is placed on providing opportunities for pupils to use their own initiative and to take responsibility for aspects of the school and their response is never less than very good.

30. There is good provision for pupils' cultural development as the school effectively fosters an awareness of their local heritage. There are opportunities for pupils to experience life in Victorian England along with varied activities pertaining to local life in the twenty first century. The school invites a number of community service providers into school – all the emergency services visit the nursery, for example. Staff also offer regular opportunities for pupils to experience accounts of the traditions of diverse cultures. Multicultural education is well resourced in the school and guest speakers illustrate a number of topics – 'A Pilgrimage to Lourdes' for example. This is an important aspect of provision in a predominantly white, English heritage area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Standards of pastoral care in the school are very high; they have improved since the last inspection and all aspects are now very secure. Parents value the measures taken by the headteacher and staff to provide good levels of support for their children's personal development. Ninety five per cent of those parents who replied to the questionnaire agreed that the school helps their children to become mature.
32. Procedures for child protection were reviewed following the last inspection when they were a cause for concern. Very secure systems are now in place and the designated adult responsible for child protection works very closely with the headteacher. She has received all the appropriate training and any new guidance is passed on to the rest of the staff. Equally secure arrangements are made for children looked after by carers. Strong lines of communication are established and appropriate support and guidance is offered by the school.
33. There are highly effective systems ensure pupils' health, safety and general well being. Pastoral policies are known to all staff, including the lunchtime supervisors. Although lunchtime routines are well organised, the dining hall accentuates noise levels and does not provide a particularly pleasant social occasion for children. The food offered to pupils is cooked elsewhere and is not especially appetising. It does not always reflect the school concern with healthy eating. A large proportion of children bring packed lunches to school with them.
34. The caretaker makes a strong contribution to ensuring the site is clean and in good working order. He is also a very good role model for children and can often be found chatting to them or helping, for example, the younger children to tie their shoelaces.
35. The headteacher recognises the importance of clear procedures and a high profile for managing attendance issues. She ensures that staff give a high priority to the accurate recording and close monitoring of pupils' attendance patterns. Weekly awards are given to the class with the best attendance and parents are very clear about why their children should come to school every day and the absence procedures to follow. As a result, attendance levels are well above average.
36. Very good procedures to monitor and promote good behaviour create a relaxed and welcoming learning environment whilst, at the same time, encourage rigour among pupils and staff alike. Their expectations of pupils are very clear and help to maintain good lines of communication in all areas. Excellent systems are in place to ensure rare instances related to bullying are speedily resolved. No evidence of any unacceptable behaviour was seen during the week of the inspection. Teachers have a very good knowledge of pupils in their classes and provide appropriate levels of

support and guidance. They set them clear individual targets for improvement and give parents clear information about children's personal and social development.

37. The procedures and systems for assessing the pupils' attainment and progress have significantly improved since the last inspection. The system for monitoring progress in English is extremely good. The pupils are assessed regularly and the data is entered using a computer program that charts their progress during the year and from year to year. Using the data, the school is able to set accurate targets for each year group. In addition, class work is regularly assessed and the older pupils know precisely what levels they are achieving and what they need to do to raise their standards. Individual targets are set, for example, to improve aspects of writing skills. These targets are written into their books by the children. Progress towards them is regularly monitored by the pupils themselves and by the staff. The pupils also discuss their progress with their parents. They are all thoroughly involved and the system successfully helps to raise standards. The system is partly developed for mathematics and science. It does not yet help to ensure that all the pupils make as much progress in mathematics as they do in English and this requires attention.
38. There are no assessment systems in place to establish the children's standards in the areas of learning when they enter the nursery. Nor is their progress monitored against the nationally recommended learning steps. Consequently, the school is not easily able to assess how much progress children have made during their time in the nursery or during the whole of the Foundation Stage. This is unsatisfactory. The school has identified the need to develop a system but has not yet introduced one.
39. There is a very thorough annual analysis of the results of the national tests in English, mathematics and science and modifications to the curriculum are made as a result. The headteacher and the newly appointed assessment coordinator analyse the school's results, comparing them with national standards and with those achieved by similar schools. They collect evidence to ensure that their pupils keep on target. Assessment systems in information and communication technology, religious education and the non-core subjects are linked to key learning objectives. Although they are less well developed than those for the core subjects, they are better than is usual for primary schools.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents have positive views of the school. Approximately half of all parents returned the questionnaire and their responses were overwhelmingly supportive, as were the discussions conducted by inspectors with parents during the week. Parents are particularly appreciative of the availability of staff to listen to concerns and they also value the leadership of the headteacher, governors and staff. They feel the teaching in school is good. The few concerns, mostly about homework, extra-curricular activities and the information they receive on their child's progress were not representative of the vast majority.
41. The school has a good and improving partnership with parents, centred on the common sense approach of the headteacher who is well respected and accessible. The home school liaison coordinator is already having an impact on the quality of information sent to parents and this is an area of provision that is set to improve still further. Thoughtfully presented newsletters are now being sent home; these include some curricular information on topics that is helpful to parents as they try to support their children's learning. The school's prospectus and annual governors' report to

parents are both detailed documents which provide a clear picture of what happens in school.

42. The quality of information parents receive about the progress their children make at school is satisfactory overall. Eighty five per cent of parents who returned the questionnaire felt well informed about the progress their child is making. Day to day contact with parents is very good. Parents of children with special educational needs are very well informed about what their children can do; they are included in any reviews of their individual education plans. However the quality of the annual, written reports to parents varies. Without exception, comments by all staff on progress in English and mathematics are evaluative and concise. They tell parents very clearly what their children can do in these subjects and set targets for future development. A few teachers also write this standard of comment under the science heading but not all do so. Comments on the remaining subjects of the curriculum are merely descriptive, telling parents what topics the class has covered in each subject. They do not give a clear indication of what children can do in these subjects or what they need to do to improve. All the reports contain a clear overview of each child's personal and social development.
43. Parents appreciate what the school provides for their children; they make a good contribution to the school and to their children's learning. A small number become parent helpers and a few go on to pursue further qualifications as a result of their initial work with children in school. One of the most significant contributions parents make to their children's learning is the support they offer to the weekly, library-based events. On several occasions during the inspection, many parents were found in this very pleasant learning environment, discussing which book or activity pack to take home.
44. Parents are also supportive of their children's learning at home. They make sure children read regularly and parents of older pupils become very involved in the ongoing science projects set for them. They help their children to research and present the topics and take enjoyment from this level of inclusion in what their children are learning. Parents are very supportive of the home school agreement and ensure their children respect the codes of conduct. Almost all parents attend the termly parents' evenings and there is a reasonable attendance at curriculum meetings. Although there is no formal parent teacher association, parents help to raise significant sums of money for new resources. The newly refurbished library was funded from such fundraising and this is now making a significant contribution to children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. These are very strong aspects of the school, and have improved since the time of the last inspection. The headteacher has built well on the earlier good management in the three years she has been leading the school. She provides staff with exceptionally clear, purposeful leadership that is focused on enabling the children to succeed as learners and as good citizens. These central aims and values are evident throughout the work of the school and are behind the improved standards and good relationships. This aspect of leadership is excellent. As a result, there is a very strong feeling in the school of industry and friendliness. The headteacher enables all staff to make their contribution and feel that it is valued. This has built up a very strong sense of team spirit, a shared commitment to improvement and a capacity to succeed. The school has no deputy; consequently, the structure for senior management has been altered. There are now two senior teachers who provide a high level of support to the

headteacher. Their skills have been developed very effectively to provide the systems and structures for management and communication that the school needs in order to move forward.

46. Provision for special needs is managed very well in the school. Systems and procedures are very clear, well organised and understood by all. The coordinator liaises effectively with all teachers to monitor progress and review individual learning plans. She gives very good guidance to staff and has ensured that they have received appropriate training. Resources are plentiful and of good quality, particularly for literacy. The governor with responsibility for special educational needs is employed as a support assistant within the school and, as a result, has a very clear understanding of priorities in the area. She works very closely with the coordinator, staff and pupils and has a very strong impact on provision.
47. The school monitors and evaluates its performance very well. The headteacher, the senior management team and the governors systematically monitor progress towards the school's targets and evaluate the impact of their decisions through their regular schedule of meetings throughout the year. In addition, the headteacher and subject leaders observe and evaluate the teaching and learning going on in classrooms. They review the teachers' planning and make sure schemes of work are up to date. These strategies have been used well to help the teachers improve their work, for example, in ensuring the very effective way the curriculum is built up as the children move through the school. The school's policies for assessment and marking are clear and helpful. The headteacher has been instrumental in developing the very good assessment systems that are supporting the above average standards.
48. The subject leaders have developed clear understandings how to improve the teaching and learning in their own subjects. In English, for example, the excellent support provided by the subject leader has ensured that the children make good and sometimes very good progress. There is no coordinator for the Foundation Stage and there are overdue developments in the nursery that have received insufficient attention. The assessment procedures in the nursery are less effective than those in the rest of the school. The environment is less attractive and needs a face lift. The school uses its improvement plan effectively to identify and meet other priorities for development. In this way, for example, the standards in mathematics have been noted as a concern and improvements, such as more thorough assessments of the children's progress, have been planned. Additional improvements to the provision for mathematics, such as a review of the lesson planning processes in Key Stage 2 and of the mental calculation sessions are required.
49. The governors fulfil their role well and provide the school with positive, well-informed support. They have very good, perceptive insights into the school's strengths, and share the headteacher's drive to improve the school. The governors have a good overview of the school's priorities and a good grasp of the budget that is needed to finance these. They carry out their statutory duties appropriately. The school improvement planning process is very good. The staff and governors meet together to consider developments, and priorities are closely linked to both the school's needs and to national initiatives.
50. Financial planning and monitoring are very good. Clear costings mean that the implications for the school's budget have been thoroughly considered. The school uses its funds carefully. Money saved in the budget by the previous headteacher has now been used to improve the learning environment; for example, in providing the attractive library and filling it with a good supply of books and modern technology. The

nursery allocation has yet to be spent and as a result the nursery presents a less attractive environment. Security to the site has been improved and the unattractive fencing is being painted in bright colours to make it less forbidding. The school is unlikely to have such a large surplus in the future and has spent this accumulated budget wisely. Financial control is very good. Procedures for using and accounting for funds are set up well and good use is made of the expertise of a part-time bursar. The latest audit report has highlighted only minor areas for action. The administrative assistant provides very good support to the headteacher ensuring the day to day running of the school goes smoothly.

51. The school applies the principles of best value very well. The headteacher, governors and senior staff consider carefully the best way to use their resources to match the school's priorities. The children and parents have been asked what they would like to improve or change and the school has acted on several suggestions. The school is used nightly by members of the local community for a range of activities involving both adults and children.
52. The school is appropriately staffed and the teachers and classroom assistants are suitably qualified and deployed. At the time of the inspection two temporary teachers were employed, both giving valuable support to the school. The arrangements for the induction of newly qualified teachers and new staff are very good. The school takes full advantage of training opportunities and information is shared among all staff very effectively. The provision of learning resources is good overall for the needs of the curriculum. The accommodation is sufficient to meet the requirements of the National Curriculum and the curriculum for the nursery and reception children. It is very well maintained internally by the caretaker and cleaning staff, and there have been significant improvements since the last inspection, with a new reception room and a good, new library. Some cladding of the main school building is also in a poor state of repair. Appropriate security arrangements are now in place. The school grounds are pleasant and are used effectively for sporting, play and learning provision. The school has provided seating for pupils' use in the summer months and is extending the range of playground games. The school playground suffers from severe waterlogging in the winter months. Further drainage development is underway in collaboration with industry.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to maintain and improve the good standards achieved by the school, the headteacher, staff and governors should:
 - a. Raise the standards further in mathematics in Key Stage 2 by:
 - ensuring that all of the children receive an appropriately challenging curriculum through joint planning;
 - improving the assessment and marking procedures;
 - developing the mental calculation sessions for the few children who are underachieving;
 - extending the monitoring and evaluation procedures of the subject leader.
- (paragraphs 4, 5, 15, 22, 37, 48, 80, 81, 82, 83, 84)

- b. Improve assessment procedures in the nursery by adopting the steps in the nationally recommended guidance to:
- identify the children's standards when they arrive;
 - monitor and evaluate their continuing progress during their time in the nursery.
- (paragraphs 2, 38, 48, 56)
- c. Improve the nursery environment by:
- appointing a coordinator;
 - spending the allocated budget on painting and decorating;
 - mending and brightening displays and work areas;
 - arranging the classroom to provide more opportunity for the children to enjoy books.
- (paragraphs 48, 55, 61)

In addition to the aspects above, the following less important development points should be considered for inclusion in the action plan.

- i. Improve the handwriting and presentation, particularly in the junior classes. (paragraph 74)
- ii. Improve the information for parents in the annual reports to show how the children are getting on rather than providing information about the work that has been covered. (paragraph 42, 94)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	58

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	26	28	8	0	0	0
Percentage	7	39	42	12	0	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)	37	283
Number of full-time pupils known to be eligible for free school meals	0	26

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	38

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	22	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	21	22
	Girls	16	16	18
	Total	32	37	40
Percentage of pupils at NC level 2 or above	School	80 (100)	93 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	22
	Girls	16	18	17
	Total	35	40	39
Percentage of pupils at NC level 2 or above	School	88 (100)	100 (100)	98 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	25	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	22
	Girls	20	17	22
	Total	34	33	44
Percentage of pupils at NC level 4 or above	School	69 (87)	67 (77)	90 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	21
	Girls	18	17	21
	Total	31	34	42
Percentage of pupils at NC level 4 or above	School	63 (85)	69 (87)	86 (89)
	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	1
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23.6
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	188

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37
Total number of education support staff	2
Total aggregate hours worked per week	74
Number of pupils per FTE adult	12.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000
	£
Total income	704455
Total expenditure	756965
Expenditure per pupil	2233
Balance brought forward from previous year	93731
Balance carried forward to next year	41221

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	354
Number of questionnaires returned	179

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	3	1	0
My child is making good progress in school.	50	48	2	0	0
Behaviour in the school is good.	50	44	2	1	3
My child gets the right amount of work to do at home.	26	49	14	4	7
The teaching is good.	53	43	3	0	1
I am kept well informed about how my child is getting on.	45	40	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	72	25	2	1	0
The school expects my child to work hard and achieve his or her best.	66	32	0	0	1
The school works closely with parents.	46	41	7	2	3
The school is well led and managed.	59	36	2	1	2
The school is helping my child become mature and responsible.	53	42	3	1	1
The school provides an interesting range of activities outside lessons.	22	36	23	3	6

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

- 54 In the nursery and reception classes, the children achieve well. The nursery children are not assessed on arrival and the school has not monitored their progress very effectively. Currently, they are reaching below average standards in communication, language and literacy and creative development. Their standards are average in the other areas of learning. When they move into the reception class, the children's attainment is below average in communication, language and literacy and average in all the other areas of learning. Over the past few years, by the time they leave the reception class, the children have generally reached average standards. The current reception children are already exceeding the expected levels in mathematics, personal and social development and creative development. In communications, language and literacy, knowledge and understanding of the world and physical development they are reaching the expected levels. These higher standards are the result of more effective teaching in both classes.
- 55 The provision for the children in the Foundation Stage is good overall. There is no coordinator for the Foundation Stage and some aspects of the nursery provision have not developed as planned. The classroom does not reflect the interesting tasks or the good standards of teaching provided. Some displays are damaged and unattractive and many work areas, such as the sand play area, are cluttered and dingy. This does not show that the staff value the children's work. Some resources, for example jigsaws and books, are old and in need of replacement. The staff plan carefully to ensure the activities are interesting and challenging. The areas of learning for the Foundation Stage curriculum are planned along similar lines for the nursery and reception classes. The curriculum includes a good balance of directed activities and opportunities for investigation and play. In the nursery, the planning, at times, is less precise for some activities. For example, when using the sand and water or for developing the children's skills of balance and co-ordination in their outside area. This results in some missed opportunities to accelerate the children's learning in these areas.
- 56 The curriculum for communications, language and literacy, and mathematics in the reception class moves children towards the nationally recommended schemes for Key Stage 1. There is early preparation for the work the children will begin in Year 1. There are class lessons in literacy and numeracy to help the children settle to learning in a slightly more formal way. The teaching in these lessons is good or better although sometimes the children are expected to sit on the carpet for too long. This means that they have too little time to experience the activities. Regular assessments are made in the reception class to check progress in the development of writing and mathematical skills. In the reports to parents, information about individual children's learning in all the areas of learning is well detailed.
- 57 The staff are thoughtful in the way they design activities to interest and involve the children. The teaching in reception is very good overall and one lesson seen was excellent. Teaching in the nursery is good overall and sometimes it is very good. This has improved substantially since the time of the last inspection when there was a need for the school to improve this area of its work. There are good relationships with the parents and the children become familiar with the next stage of their learning before moving into a new class. This is handled well. However, because there is not a

coordinator for the Foundation Stage, areas such as the nursery environment are not improved as quickly as they should be.

Personal, social and emotional development

- 58 This area of learning is given good attention and the children achieve well. Many children in the nursery have average skills although some still find it difficult to share and are not very aware of the needs of others. By the time they are in the reception class, most have reached the expected standard and some have exceeded it. The teaching in this area is very good and the children make very good progress. In the nursery, most children play with each other amicably; they use resources sensibly and share them fairly. They chat to each other although they have quite a limited vocabulary. In their shoe shop, for example, they play the part of customer and shopkeeper, sustaining their interest for a good amount of time. In the physical education lesson in the hall, they line up quickly and respond to instructions and try hard.
- 59 In the reception class, the children show a high level of responsibility. They organise themselves well when finding their coat peg, hanging things up tidily and putting their bags and lunch boxes into the correct 'pigeon' hole. They help each other to find things, stand back to let other children pass and are courteous and polite. They are keen to show what they have been doing. Most are confident, self-assured learners. The staff have high expectations of children's behaviour and, as a result, all the children behave very well in a range of situations, like whole class lessons on the carpet as well as the less structured 'play' sessions.

Communications, language and literacy

- 60 The nursery children have standards that are below those expected for their age. The reception children are reaching the expected standards and, in both classes, the children achieve well. The nursery children usually speak fairly confidently to the adults but very few speak at length. Many communicate with very short statements or actions and often respond to questions with single words. The children are given many opportunities to speak and listen and this area receives good attention. An example of this was seen when children showed their delight in dressing up as the characters from 'Cinderella' and acting out the story. With the help of an adult, they retold the story well. They happily changed costumes and took a different role. In the reception class, the children are more experienced in using language linked to their learning. They explain what they would like to have in the 'special place' they are creating in the classroom. Through their suggestions for music, pictures, books and 'squashy' cushions they show an understanding that this will be a place to relax. One child suggested that a sign should be made to restrict the number of children using it at any one time. The rest all agreed and offered a range of suggestions about what the sign should say.
- 61 The children are introduced to books through story times and they have good opportunities to explore for themselves. The children learn that books are interesting and fun. The effect of this is that the children learn to handle books themselves and become familiar with the layout. In the reception class, the children handle books confidently and some are able to recognise some words. There is an attractive reading area in the reception class but the book corner in the nursery is dull and uninteresting. It is too small and there is no space for the children to relax and browse. As a result, this area is not used as often as it could be and the children do not improve their standards as well as they could. In both classes, the staff promote

early writing skills very effectively through a good range of well thought out activities. They are skilled at teaching the children the sounds that letters make. Children have opportunities to write for real purposes. For example, nursery children pretend to write invitations to Cinderella's Ball and the reception children write replies. They are encouraged to make posters and signs for their shoe shops, take telephone messages and make lists for items on sale.

Mathematical development

- 62 Most children in the nursery have average standards. By the time they are in the reception class, many are exceeding the expected levels. They have made good progress during their time in the Foundation Stage. The quality of teaching in this area is good and the children achieve well. The staff have a good understanding of how to build on what the children know. In the nursery the children count together, for example, to find the quantity of milk cartons required at refreshment time. As a result, they can use their counting skills when they want to thread four beads or to build a tower with five blocks. In the reception class, the children can count, for example, to ten and back. Many can work out, in their heads or using their fingers, how to subtract three from seven. The teachers use number songs and rhymes to reinforce learning. The children are developing their skills in recognising shapes and are able to create repeated patterns such as a red triangle, blue rectangle, and yellow circle. The children in the reception class show a good level of hand-eye co-ordination when colouring inside their shapes.

Knowledge and understanding of the world

- 63 The children's attainment in this area is average in the nursery and above average in reception. Their achievement is good. The learning is developed well in both classes and the teachers plan interesting activities for the children. For example, in the nursery there are opportunities for them to bath the dolls and wash the dolls' clothes. They learn about materials that are dull or shiny and build Cinderella's palace in the sand or using their big blocks. They enjoy using the computer and have well developed skills using the mouse and clicking on the icons to show their understanding of matching large shoes to the largest feet. Children in the reception class handle historical artefacts, discovering how a dolly tub and posser work. They made sensible suggestions when asked what a chamber pot might have been used for and showed their distaste on finding out the real purpose. All expressed a preference for modern day sanitation. They are developing their knowledge well of how things have changed over time. Learning outside is also planned for. The children learn how to develop a garden area and prepare food for their teddy bears' picnic. The reception children sometimes play their musical instruments outside.

Physical development

- 64 The children in the nursery and reception classes have average standards and they make satisfactory progress and use their skills appropriately. They manage most large movements well and, in the nursery, when using wheeled vehicles, they show good control and balance. In their physical education lessons, the children use the space well. They move around avoiding others and are developing their skills of hopping and skipping effectively. The staff provide good opportunities for the children to practise and refine their manipulative skills through using a wide range of tools, equipment and materials. In the nursery, for example, the children make cardboard characters, sticking on different papers and wools using sellotape and glue. In the reception class, the children paint an opening door as part of their work on learning

their address. They carefully manipulate coloured shiny paper to select appropriate pieces for a collage of Cinderella's coach. They learn about the properties of materials through play, handling sand, water and malleable material such as play dough. The children in the nursery make cakes for Cinderella's Ball using glittery dough. They carefully roll and cut it out.

Creative development

- 65 The children in the nursery have average standards and the children in the reception class are exceeding the expected levels. They make good progress. The teaching in both classes is very good. The children have many opportunities to develop their imagination by, for example, using role-play situations like the shoe shop. They act out stories such as 'Little Red Riding Hood' and 'The Three Bears'. The teachers plan for adult interaction and use a good range of vocabulary to help the children. The effect of this is that the children are able to think up their own ideas and extend their learning. Throughout the Foundation Stage, the staff provide plenty of opportunities for the children to use different creative media and materials. The children in reception have made model shoes in clay; these are of a high standard for their age. They develop drawing, painting and printing skills and the reception children have made observational drawings of shoes from their shoe shop and have printed wallpaper for the three bears. Children in the nursery sing songs like 'Incy Wincy Spider', adding the actions. They giggle when they have finished it showing their obvious enjoyment. They can clap fast and slow rhythms and repeat this using the tambourine getting louder and softer. The area of the nursery allocated for creative development is untidy and is not inviting to the children.

ENGLISH

- 66 Standards seen at the end of both Key Stages 1 and 2 are above average. In Year 2, pupils now attain above the expected level for their age in both reading and writing. This is an improvement since the last inspection, when writing was judged to be average. Standards of writing seen at the end of the junior Key Stage are similar to those previously reported and are higher than expected for eleven year olds. Speaking and listening skills are well above average at the end of Year 2 and Year 6, as found at the time of the last inspection. Pupils with special educational needs make good progress and achieve well in relation to their abilities because of the individual work plans which guide their learning and because of the high quality support they receive, both in class and in small groups. Children experiencing difficulties are identified early and good strategies for supporting them are put in place. Very effective use is also made of computer programs to support their learning and to assess the progress of these pupils.
- 67 The results of the national tests for seven-year-olds in 2001 show that pupils' standards were average in reading and above average in writing. A larger proportion of children in this class had special educational needs and did not achieve the expected level in reading, despite the school's best efforts. Inspection findings show that the present Year 2 classes are on course to achieve above average standards. In the national tests for eleven year olds in 2001, attainment fell below average for the first time. There were two main reasons for this. Firstly, almost a quarter of the children were on the school's register for special educational needs and did not achieve the expected level. Secondly, there was some unsatisfactory teaching and considerable disruption due to staff changes and this affected the pupils' progress. The staffing issues have been resolved and the current Year 6 pupils are on course to achieve the challenging targets the school has set for them.

- 68 The quality of teaching in literacy lessons is good overall and occasionally, very good or excellent. Teachers have implemented and adapted the National Literacy Strategy well to match the needs of the school. Most teachers plan literacy lessons well, with a clear outline of what pupils will learn. These objectives are shared with pupils at the beginning of the lesson so they know what is expected of them and can focus quickly on their work. Lessons are well structured so that children consolidate and build on their previous knowledge very well.
- 69 Reading and writing skills are taught well. There is a good emphasis on the teaching of letter sounds in the early years so pupils approach their reading and writing confidently. By the end of Year 2, most pupils are fluent and confident readers. They read accurately and understand what they read. They have very good strategies for working out unfamiliar words and bring a variety of these to their reading. Pupils recognise most words and demonstrate their understanding by accurately predicting what might happen next in the story. They know the differences between fiction and non-fiction books and know how to use contents and index pages to find information. All pupils enjoy books and speak enthusiastically about their favourite stories. Teachers themselves are good storytellers and this captures pupils' interest and enthusiasm. For example, in a Year 2 lesson, the teacher carefully built up the suspense of the Chinese tale she was reading. As a result, the pupils were on the edge of their seats with anticipation.
- 70 Reading skills are developed well throughout the junior key stage. Whole-class and group reading sessions ensure that pupils develop the more advanced skills of 'reading between the lines' and understanding characters' motives. Well-chosen texts help children develop an interest in the structure of language. For example, in an upper junior lesson, higher attaining pupils were reading Lewis Carroll's poem 'Jabberwocky' and were using context clues to suggest meanings for the nonsense words. Very skilful questioning strategies are used to help children re-cap on what they already know, probe their understanding and challenge them to extend their learning and think at a deeper level. The children's well-developed understanding of how language works helps them to come up with plausible suggestions. Questions in many lessons begin with, 'Why do you think....?' and 'What are your reasons for....?' These prompt children to engage with the text they are reading. A good example of this was in a Year 3 and 4 lesson, in which the teacher's questioning helped pupils draw out the moral from a tale. Pupils in Key Stage 2 enjoy an increasing range of texts and become competent and confident readers. They can talk about plot, recognising themes such as suspense or humour. This was demonstrated by the amused response in a Year 5 and 6 lesson, when the children were reading a parody of 'All Things Bright and Beautiful'. They can also talk about differences in how characters are presented and how poems can be read in different ways to enhance the meaning. All pupils enjoy reading and their reading logs show that most choose books that span a broad range of interest. The majority of pupils use the school's new library to choose books both for enjoyment and to support their learning. They use the computer equipment in the library very well for independent research purposes.
- 71 Writing is taught well. In almost all lessons, teachers have high expectations of the amount of work children are to get through. As a result, lessons move along at a cracking pace and children are challenged to the limits of their potential; progress is sharp and children achieve well. Spelling, grammar and punctuation are given a very strong emphasis throughout the school and pupils achieve well in both these areas. Computer programs are used well to develop pupils' basic grammar skills. In the best lessons, the teacher's creativity, enthusiasm and energy are infectious and the pupils

respond very positively. In a Year 3 and 4 lesson, for example, the teacher maximised every opportunity to stimulate the pupils' imagination and creativity as she developed their understanding of poetry. She even wrote her own poem as they wrote theirs, read it out and asked for constructive criticism to help her improve it. All pupils in this lesson made excellent progress and were confident and positive about their learning.

- 72 A strength of provision in English is the very wide range of opportunities pupils are given to write for a variety of different purposes and audiences. Pupils achieve well throughout the school because they very quickly become familiar with the different styles that are needed, for example, when writing letters or reports. They are given many good opportunities to apply their writing skills in other curriculum subjects. For example, in Year 2, pupils write letters to the local road safety officer in geography, to request a pelican crossing near the school. In personal, social and health education lessons, pupils in the junior classes have designed posters to warn against drug abuse and hazards in the home. They have undertaken surveys among their families and reported the results. Throughout the school, science work is recorded in a variety of different ways, often with the children being given the choice of how they organise their results and conclusions.
- 73 Pupils' also have good opportunities to write creatively. Teachers make very good links between reading and writing, choosing stories and poems well to fire children's imaginations. Drama and role-play are used particularly effectively to enrich pupils' experience and develop their understanding of how characters might feel. For example, in a Year 2 lesson, children took on the role of a character from the story they had just read. Other children fired questions at the character about her feelings and motives. The letters they wrote following this experience were of a high standard because their understanding had been deepened. Such a rich range of experiences results in pupils becoming very confident and competent writers by the time they leave the school.
- 74 Pupils' handwriting skills are developed appropriately throughout Key Stage 1. At this stage handwriting skills are average. They are now being taught more systematically and most Year 2 pupils are beginning to develop a clear, legible style. By the end of the infant key stage, pupils write in well constructed sentences, correctly punctuated with capital letters and full stops. Higher attaining pupils attempt to use other features, such as speech marks to denote dialogue. In Key Stage 2, pupils build well on this firm foundation in spelling and punctuation, and, as a result, their writing shows high levels of accuracy in both areas. However, handwriting and presentation are much weaker areas. Letters are poorly formed and joins inconsistent, with children attempting to develop their own style before they have sufficient control of the writing process. Teachers do not teach handwriting systematically enough, neither do they set out clearly for pupils what is acceptable in terms of presentation. As a result, work is often untidy, hard to read and peppered with crossings out. The school has recognised this as an area for improvement.
- 75 The development of speaking and listening skills is a strong area of provision. Pupils' skills are well above average by the time they reach both Year 2 and Year 6. This is because there is a very comprehensive, planned programme of work to guide teaching and to ensure that children build well on their skills from year to year. Consequently, children are given very good opportunities to engage in discussion and debate from the earliest stages. In Key Stage 1, for example, pupils discuss the values and disadvantages of zebra and pelican crossings. They listen politely to each other's points of view and give good reasons to support their arguments, such as 'A lollipop lady can help you to cross the road if you have a problem'. These skills are

developed well in the junior classes, where pupils discuss sensitive issues, such as how the 'bad' things they have done affect others. All teachers have high expectations of pupils in this area and value and encourage all responses. As a result, pupils are attentive, confident and eager to take part in discussions. By Year 6, most pupils are articulate, respond very well in small group and whole-class discussion and confidently talk about their work and other interests.

- 76 Teachers are generally very skilled at assessing children's knowledge and understanding and setting targets for the next steps in their learning. They involve the children in this process from the earliest stages and as a result, children know their own strengths and weaknesses well. This helps them become active, independent learners. There are, however, one or two pupils who, although not on the register for special educational needs are still less able than many others who 'slip through the net' in two of the upper junior classes, with regard to their reading progress. The books they are reading are not always at the right level for them and they would benefit from more individual reading sessions with their teachers.
- 77 The leadership and management of English are excellent. The coordinator is highly skilled, knowledgeable and enthusiastic. She has a very clear vision for the subject and leads the school very well in working towards this. An exceptional area of her work has been the way in which the analysis and tracking of pupil progress is leading to improvement in all areas of the subject. This analysis leads to targets being set at whole school, class, group and pupil levels and closely underpins the decisions made about priority areas for action, staff training and spending. Very effective strategies for monitoring teaching have also had an impact on standards and are responsible for the high degree of consistency in literacy teaching observed during the inspection.
- 78 The subject is very well resourced, with high quality 'big books' and guided readers. The new library is an outstanding facility, which incorporates both fiction and non-fiction books and information and communications technology equipment in a bright and comfortable working environment. Children are given very good opportunities to use the library, both in lesson time, at lunchtimes and after school and most take advantage of this. Older pupils are given the opportunity to manage the computerised lending system and do this very responsibly.

MATHEMATICS

- 79 Standards are above average at the end of both key stages. This is an improvement since the time of the last inspection when the standards were average. Pupils with special educational needs make good progress and achieve well. They are given good support and their individual learning plans have clear and achievable targets. Some children have been identified as very high attainers and they are given good support. Their work is challenging and they are achieving well. Good use is made of computers to support the children's learning and develop links across the curriculum.
- 80 The results of the 2001 national tests for Year 2 show that children's standards were well above average and the children achieved very well. The current Year 2 children are reaching above average standards. In the national tests for Year 6 in 2001, standards fell below average for the first time. This was for the same reasons as in English and has now been resolved. Although the children's standards were expected to be lower than usual, these results were even lower than they should have been. For the past few years, the children have not been reaching such high standards in mathematics as in English. The headteacher and subject leader have recognised this anomaly but have, so far, been unable to implement changes to close the gap.

- 81 Although the children in the Year 6 classes are reaching above average standards, several aspects of the teaching and learning could be further developed to increase the children's rate of achievement. The junior children are taught in sets. This arrangement works very well for the higher and lowest attainers as they are given particularly good support and challenged well. There are, however, a few children, in the middle and lower sets, who have overlapping standards. Some of these children work at a slightly different level from others of the same potential attainment. Unlike English lessons, the teachers do not plan their mathematics lessons together and are not aware that children receive a slightly different curriculum. As a result of this, when the children reach the end of Year 6, a few more of them are still at Level 3 than is necessary.
- 82 Generally the teachers are very good at teaching numeracy skills. There is a good emphasis on calculating strategies during most lessons. When lessons focus on different aspects of mathematics, such as shape, classes use the opening minutes of the lesson for mental activities relating to numeracy. These sessions are sometimes too short. This is not helpful to the lower attaining children who need regular opportunities to reinforce their numeracy. In Year 5, for example, where there is a higher than usual proportion of pupils with special educational needs, some of the children find simple mental addition of their house points difficult. They use their fingers or 'count on' rather than knowing addition facts to 30.
- 83 The assessment procedures for mathematics are not as well developed as those for English. This also contributes to the slippage of these few pupils. The school has had no strategy for checking how quickly pupils are making progress and has not noted the number of children whose standards in mathematics fall below their standards in English. A new system for checking progress using modern technology has recently been introduced and this will help teachers identify the pupils concerned. The teachers across the school are excellent at identifying the National Curriculum levels or part-levels reached by the children. This data could be used alongside the new electronic system to monitor progress regularly and frequently.
- 84 Overall, the school supports the vast majority of the junior children very well in mathematics. The teaching is very good in lessons in Years 5 and 6. An excellent lesson was seen where the highest attaining Year 5 and 6 children were taught. In Years 3 and 4, the teaching is good and sometimes very good. The teachers are lively and have very good knowledge of the subject. In the lessons, most of the children are achieving well.
- 85 By Year 6, the vast majority of children are confident and articulate learners. They think hard about the problems they are given and draw well on earlier learning. For example when sharing sums of money, such as £6.10 by 5, the children in the top set shared the £5.00 first and then dealt with the remaining £1.10. They worked quickly and explained their methods of working. Children of average attainment have a good understanding of numeracy and can estimate well although it takes some of them a while to work out $13 - 7$, $113 - 7$, $1013 - 7$. The teachers remind and prompt in a way that enables the children to make sense of earlier learning with confidence. The children in Years 5 and 6 are able to estimate and measure acute, obtuse and right angles. In Years 3 and 4, the children are learning to select the most appropriate way of calculating number problems. They are already experienced in using all four operations and those in the highest set quickly add and subtract two digit numbers.

- 86 The teaching is very good in the infant classes. The children are taught in mixed ability classes by their own teachers. Although, as in the juniors, there is no detailed assessment procedure, the children make good and sometimes very good progress and are reaching above average standards. The slightly lower than average pupils are constantly challenged by working among higher attaining classmates and this is helping them move forward quickly. The children in the class cover the same topic but at a range of levels. For example, in Year 2 the children are learning the properties of two-dimensional shapes. Some work at creating squares and other four-sided shapes using pin boards and elastic bands. Others rotate squares to see if the right angles are changed because of the rotation. At the end of the lesson, the children talk about what they have done so that all share in the learning. In Year 1, the children are handling and describing three-dimensional shapes. They can name these fairly well. The children are making good progress.
- 87 There is no system in the school that monitors progress but teachers make accurate, on-going assessments of what the children have learned and lessons are planned to support identified areas of weakness. Throughout the school, the teachers relate to the children well and give them good feedback during lessons that helps them improve. The marking, in the children's books, is not helpful and there are very few comments to explain to the children how they could improve.
- 88 The subject is led satisfactorily. The subject leader has worked hard to identify why the standards are lower than they should be and has identified the need for more detailed assessments. She monitors and evaluates the lessons, the teachers' planning and the children's work. She provides good advice to the teachers about how they can improve their work and raise the children's standards.

SCIENCE

89. Standards in science are above average across the school and the pupils make good progress. This is an improvement in Key Stage 1 since the last inspection. The teaching has also improved throughout the school. It is good at the end of Year 2 and excellent at the end of Year 6.
90. In 2001, the children in Year 2 reached standards that were above average overall. Fewer than expected reached the higher level 3 for experimental and investigative science. This has improved and is now good. In Year 6, the results in the national tests show that standards have risen steadily since 1998, from below average to above. The proportion of children reaching the above average Level 5 was slightly lower than average. The school has identified those potentially higher attaining pupils in the current Year 6 and is providing additional support to help them reach the above average levels.
91. Generally, the teaching is good or better across the school. Scientific investigation is taught particularly well and is used very effectively to develop the pupils' understanding. Their knowledge of life and living things, materials and their properties, and physical processes is good. They understand scientific principles well because they have good opportunities for practical experiences that help them make sense of difficult ideas. For example, the Year 6 pupils rapidly understood how particles behave when a liquid is heated and turned into a gas. They watched the heating of an aromatic oil and then realised why they were able to smell the resulting aroma in all parts of the classroom. Their deductions were clarified through some excellent questioning by the teacher who demonstrated very good subject knowledge.

92. A strong feature of the teaching throughout the school is the good and effective questioning and there is an emphasis on teaching the children to be independent. This was seen in a Year 2 lesson when the children were assessing and recording the properties of plasticine. The children demonstrated that they could organise their own resources and set up the enquiry. They used scientific words such as 'twist, squeeze and push' to describe what they found. They explained what caused the plasticine to change shape and the effect their actions were having. They used this information to discuss whether the material could return to its original shape. The pupils are expected to give their own examples of scientific phenomena derived from their experience and the teachers help children relate these ideas to scientific facts. For example, a Year 3 pupil concluded that his shadow was getting shorter because the 'sun was fading away'. This was handled well by the teacher to develop his appreciation of the effect of the sun's apparent movement across the sky.
93. The teachers have a good knowledge of what the children understand and this enables them to assess pupils' standards well. Most lessons are stimulating, challenging and well organised and the children benefit and make good, or very good, progress. Occasionally lessons are not managed as well and when this happens the children do not make such good progress.
94. The subject leader is effective and is experienced in developing the subject. Teaching and learning are closely monitored and evaluated and the teachers are given advice to help them improve. The school has adopted and modified the nationally recommended scheme of work for science and teaching is guided by a very effective policy. The appropriate use of sets for science is refined further through a close match of work to groups and individuals within the set. This has helped to raise the standards. There are very effective assessment procedures that enable the teachers to plan lessons that match what the children need to learn next. Although the teachers have a clear view of what the children can do, most do not use this information well when writing the annual reports for parents. These documents refer to what the children have covered rather than the standards they have reached. The subject is supported by visits to science exhibitions where the children see new and exciting developments.

ART AND DESIGN

95. Standards are above average across the school and the children achieve well. This is the same as at the time of the last inspection. The curriculum is based on the nationally recommended scheme of work and the school has modified this to suit the needs of the children.
96. In Key Stage 1, the children have covered a broad curriculum that includes work with paint, textiles and clay. They combine these media well and achieve thoughtful and attractive pieces of work. In Year 2, the current work is based on natural objects. The children have drawn and coloured detailed studies of seed cases and pieces of wood. The work is detailed and imaginative. Pencil and paint have been used well to show contrasts and shading. The children are using these studies to develop decorative textile panels. The teachers advise the children to look closely at their original work and select fabric, thread, beads and sequins that reflect the colour and texture they recorded. The children are very tempted to use sequins of every hue but have restricted themselves to appropriate colours. They have responded well to the teachers' comments about remembering what their design is meant to show and have selected limited numbers of beads or sequins to match their originals. This level of thought shows how well the children understand their work. They frequently discuss

their designs with their teachers and explain the decisions they have made. Good questioning by teachers and support staff help the children recognise what needs to be done next.

97. The older children maintain this standard. In Years 3 and 4, the children have made studies of chairs using pencil and paint. They have examined a range of chairs provided by the teacher and have collected pictures from magazines. They have designed a comfortable chair or a throne and modelled this in clay. Some of these models are of a very high standard and almost all are good. They include detachable cushions, and decorative arms and backs for the thrones. The children painted their chairs with great attention to detail and enthusiasm. The teachers provide good support during lessons by helping the children make decisions and ensuring they understand how to handle the clay and unfamiliar paints. By Year 6, the children produce detailed and careful work that is above average. Their portraits and still life work show sensitivity and care and the resources are handled with precision. While the children work well and reach above average standards, they do not have sufficient opportunities to make personal choices about their work. They are provided with a subject to study and given media to use. It would be appropriate to develop their expertise by teaching them to identify their own subject and deciding on the most suitable media to convey their individual impressions.
98. In both key stages the staff give good attention to art. The children's work is displayed well and all children see their work on the wall. There is a very good selection of unusual and interesting artwork displayed around the school. This has been purchased by the school and shows a wide range of styles and media. A range of fishing pictures strengthens the links with the nearby docks. Art from different cultures is included and there are carvings and models from around the world. The school uses these displays and its excellent collection of minerals and fossils to stimulate the children and provide exciting studies for their work. The Year 6 children, for example, have used a carving of a horse to effectively extend their drawing work.
99. The subject leader is effective and well informed. He monitors the teachers' planning and provides evaluative comments to help the teachers improve. He has begun monitoring the lessons and has a good knowledge of how well the subject is taught in the school. The coordinator has noted that the children's skills are developing well as they move through the school. The resources for art are good and include a wide range of posters showing the work of famous artists.

DESIGN AND TECHNOLOGY

100. Standards are above average across the school and the pupils achieve well. This is an improvement since the last inspection when standards were unsatisfactory in Key Stage 2. Since then the teachers' subject knowledge has developed and the lessons are monitored and evaluated effectively. Advice is provided for the teachers to help them improve. Design and technology is now taught systematically throughout the school and the teachers' good expertise leads to high expectations and improved achievement. The school has adopted the nationally recommended scheme of work and has modified it well to suit its own needs. For example, Year 3 and 4 children designed flowerbeds in collaboration with the local park rangers to be used in the local park.
101. The teaching is good. A good feature of the work throughout the school is the individual flair and imagination that pupils bring to their tasks. Each class commences the year's work in design and technology with pupils writing their own safety and hygiene rules.

The teachers consistently develop pupils' independence. For example, Year 2 pupils designed a 'vehicle for a special purpose'. The models they made were delightfully individualistic, such as a racing car, an army vehicle, a vehicle for a wheel chair, a builder's van complete with a ladder on the roof and many more. The children's models closely matched their well drawn designs, and they could describe with confidence the successes and difficulties that they encountered. Some pupils could draw separate designs for the chassis and wheels, and some made annotated diagrams.

102. By Year 4, the pupils have been taught how to respond to a design brief and to obtain information by drawing on others' experience, such as by examining commercial products. They refine their skills through focused tasks and plan their work using annotated drawings. They list their requirements and sequence their instructions. They then make an artefact using care in the selection of materials, and increased precision in the use of measuring equipment and tools. Finally, they evaluate their work saying what they would improve next time. Year 3 and 4 pupils examined a range of pop-up books and worked with pivots and mechanisms before making illustrations for a book for younger children about the life of Moses. In one illustration, pulling a lever wags Pharaoh's finger disapprovingly at Moses, in another the lever parts the Red Sea for the Israelites to cross safely on dry land. The pupils show and explain their work with great pride and a sense of fun. By Year 6, pupils have experienced food technology, such as making sandwiches and baking different types of loaf. They have worked with textiles to make purses and slippers and they have used construction materials to make vehicles. Currently the Year 6 pupils are making shelters that combine construction of frameworks, printing of fabrics and fastening materials. This sequence of designing and making is developed throughout the school by the effective and systematic use of a design report form.
103. The subject is led well. The subject leader is enthusiastic. She monitors her colleagues' planning and regularly evaluates pupils' work. She responds well to teachers' requests for help. She obtains much of the consumable stock through making effective contacts with local businesses, such as a bakery for flour and cooking ingredients, a caravan manufacturer for wood, plastics and metal and a textile company for materials and threads. The school has a helpful policy and there are good quality resources that are organised well.

GEOGRAPHY

104. The pupils' standards are above average across the school and the children achieve well. This is an improvement since the last inspection and is due to the very good teaching and strong leadership. The children are very enthusiastic about geography because their work is interesting and challenging.
105. The teachers frequently conduct research in the local area, for example when they conduct traffic surveys. As a result, by the age of seven, children know about the effects on safety of traffic congestion. They have counted the number of cars passing their school at various times of the day. They concluded that the busiest time is immediately before and after the end of the school day. When the children recognised the dangers they face, because people park inappropriately on the zig-zag and double yellow lines, they decided to write to the road safety officer to share their concerns and to make suggestions to improve the situation. These are mature attitudes to their work. Children in Year 1 draw a simple map showing their route to school. When walking in the local area, they identify facilities like shops and the petrol station.

106. By the time they are eleven, the pupils are very knowledgeable. The teachers provide a 'real' context for the children's learning whenever possible. For example, pupils were encouraged to put forward a proposal to build a new road on the site of an existing cycle track. As a result, the children drew up questions to survey opinions locally and analysed the data; now, they are writing a report showing their conclusions. The teachers are confident and knowledgeable when teaching geography. They question the children well and encourage them to think deeply and make decisions for themselves. This was very evident in the debate in the Year 5 and 6 class while their road proposal was discussed. Pupils show a very good understanding of opposing views, such as the benefits and disadvantages of building a new road. They have heightened perceptions of the effects of litter and noise pollution on the lives of people and on the local environment. The quality of questions and answers showed their highly developed skills of geographical enquiry. Pupils in Year 3 and Year 4 can identify roads and rivers on maps. They know the difference between cities, counties, countries and continents. Using the points of a compass they can identify in which direction you fly from Manchester to other cities in Great Britain. They know where key towns such as Bridlington and Hornsea are in East Yorkshire.
107. The subject leader is very active. She has monitored the provision and the standards effectively. The resources to support geography are good.

HISTORY

108. The children's standards in both key stages are above average and they achieve well. This is an improvement since the last inspection and is largely due to the very good, and sometimes excellent teaching. The teachers bring history alive for the pupils and the curriculum is broad and interesting. The children are taken to interesting historical sites as part of their work, for example, on the lives of Victorian children. In their local history work older pupils consider the development of the fishing industry in Hull.
109. By the age of seven, the children develop their knowledge and understanding of the lives of people in the past. Pupils in Year 1 know about changes that have occurred in the way people light their homes. They have learned about historical figures such as Guy Fawkes. In Year 2, the children know that pupils in Victorian schools were punished using the cane. They sent a questionnaire to their parents and grandparents asking what punishment they had in their school days.
110. By the age of eleven, pupils have a good knowledge of key periods and events in British history. They conduct research well using books and the computer. For example, the pupils decide which aspect of Tudor life interests them and conduct their own personal research. Using this research, they become the class expert on their aspect and answer questions from the other children. They know that often there is conflicting evidence and why this is. They talk confidently about changes in technology over time and have no doubt that their lives are much easier than they were in Victorian times when often poor children worked long hours in dangerous conditions. Effective teaching has helped the pupils in Years 3 and 4 to understand who invaded Britain and why they invaded. They are knowledgeable about the Roman invasion. They know, for example, that the reason the Romans built straight roads was because it was the shortest distance and, therefore, the quickest route.
111. The teaching is generally good or better and there was excellent teaching in Year 5. The teaching motivates the pupils who apply themselves very well and achieve higher than expected standards. In the Year 5 lesson, the children had an extremely clear understanding why some of the leisure activities they enjoy, such as watching

television or using the computer, were not available to children 100 years ago. They talked with insight about why visits to local seaside towns became popular with the development of the railways. Extremely skilful questioning by the teacher accelerated the children's knowledge and understanding of historical change. Children and teachers are enthusiastic about history. The history coordinator is temporary, but has a clear view about how to develop the subject. Resources are sufficient to support the teaching of history and the school makes good use of the artefacts loan service. The artefacts are of high quality and their skilful use by the teachers positively enhances the history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. The pupils' standards are above average by the end of Year 2 and average by the end of Year 6. The standards of several aspects of the subject in the junior classes are above average but communication using modern technology needs further development. Standards have improved across the school since the last inspection. The children's achievement is good in almost all aspects of their work. The good teaching of how to use computers ensures that the pupils are very competent at using and applying applications in many curriculum areas. For instance, in Year 2 the children have created symmetrical patterns with an art program related to their mathematical studies. In Years 3 and 4, the children have added word-processed narrative to their pop-up books in design and technology. Year 5 pupils have researched the Internet to find scientific information for their term's project on materials, and Year 6 have used the Internet for historical research on, for example, Roman life and castles. These regular and purposeful uses of information and communications technology mean that pupils are very competent and confident by Year 6. This has resulted in some outstanding features, such as the use of presentation software by Year 5 and 6 pupils during an assembly for parents on 'Friendship'. The pupils projected digital photographs of the class, drawings and the words of the prayers and the verses of the hymn in an exemplary use of technology for communication. This aspect of their work does not occur frequently enough and needs further development. Once pupils are given more opportunities to combine media for a variety of audiences and a range of purposes in the junior classes, their achievement will be improved.
113. All the teachers have completed their national training and the school has provided additional training to improve their subject knowledge. Consequently, the teaching of the skills, knowledge and understanding is good, and the use of technology in other subjects is of a high order. The staff make good use of projectors and interactive board to teach skills to the whole class and apply them in everyday contexts. For example, in a literacy lesson in Year 2, the children helped the teacher improve and extend a piece of writing that was projected from a computer. The children learned computer and literacy skills simultaneously. The only aspect of teaching that needs development is the monitoring of pupils' work when they are working independently and the setting of clearly defined objectives when older pupils are using search engines on the Internet.
114. The pupils are very enthusiastic about their work. Their attention, concentration and behaviour are very good in the infant classes and, at times excellent, in the junior classes. As a result they make good, and at times very good, progress. The teachers' emphasis on creating independence results in some delightfully individualistic and creative work. Some Year 5 and 6 pupils used the computer to record their knowledge of solids, liquids and gases in science. They combined word-art and text, and selected appropriate clip-art images to illustrate the changes in the behaviour of particles as liquids changed their state to gases.

115. The headteacher has recently taken over the role of subject leader. She brings good subject expertise and a visionary and enthusiastic approach to the role. The school has a helpful policy, which is particularly effective in determining how information and communication technology is to be used in the classroom to promote learning in the other subjects. The nationally recommended scheme of work has been introduced and modified to fit the requirements of the school, and is taught well. The resources are good and the introduction of the projectors and interactive screens have been particularly beneficial. Assessment is generally well developed for the subject, including the use of weekly class records to identify the skills that are to be developed. However, the school needs to consider how, in the light of its way of recording on disk, it can more effectively mark and assess pupils' work.

MUSIC

116. The children's standards are above average in both key stages. This is the same as at the last inspection. The children enjoy their music making. The tuition provided by visiting specialist teachers is a strength of the school and the performance at assembly of the children learning to play the violin was of high quality. This enables the higher attaining children to achieve well. The pupils aged between nine and eleven who play musical instruments such as violin, trumpet and tenor horn attain particularly good standards in their ability to read music.
117. All the pupils sing well in assemblies. They show good control when singing loudly and softly and they sing tunefully and keep to time. They enjoy adding action to some of their hymns. Children in Year 1 listen to music from, for example, 'The Lion King' and identify the beat. They can accompany the music well, using percussion instruments. By Year 2, the children can repeat complicated clapping rhythms and can recognise them when short pieces are played.
118. Throughout the school, children record their music work in books and on tape. This shows their wide musical experience. By Year 6 they use a computer program to compose and they consider how melody and lyrics tie in through their work on, for example, 'Phantom of the Opera'. Good links to the science curriculum are made in their work on how sounds are produced. They know that high notes are made by tightening the strings. The music curriculum is rich and varied. For example, the pupils in Year 5 listen to and analyse performances of music by J. S. Bach and played by Jacques Lousier. They are encouraged to appraise the different styles such as blues, calypso and heavy metal. Pupils in Year 4 compare different types of music such as the 'Funeral March' by Beethoven with 'The Dance of the Sugar Plum Fairy' by Tchaikowsky.
119. The children's work indicates their well developed listening and appraising skills. In Year 3, for example, children write instructions on how to play instruments such as the tambourine and cabassa. Throughout the school, the teachers confidently provide an extensive range of work. A group of older pupils talk enthusiastically about music; express preferences for different types of music; describe different compositions they have made and are looking forward to performing at their annual summer concert. The music played at the beginning and end of assemblies is varied and chosen very carefully but no attention is drawn to it. The children are not asked to comment on it or to say how it makes them feel. This opportunity could be used to further develop the children's appreciation.

120. The coordinator is newly appointed but leads the subject well. She has already monitored and evaluated teachers' planning, the work in children's books and some lessons, and has helped the teachers by providing useful feedback.

PHYSICAL EDUCATION

121. Standards at the end of Year 2 are above those seen in most schools, as at the last inspection. At the end of the juniors, however, only one gymnastics lesson was seen. In this lesson, the Year 6 pupils made satisfactory progress and attainment was average, which does not suggest as good a picture as was found at the last inspection. However, leadership of the subject is good and there have been improvements in the way the curriculum is planned and structured. National guidelines have been adapted to meet the needs of the school. This ensures that all pupils have the opportunity to build on their skills from year to year. The coordinator monitors teaching and works alongside teachers, when possible, to help develop their skills. This has been particularly successful in dance. Opportunities for assessing children's progress are identified in the teachers' planning; as yet, however, the school does not have a formal system of recording these assessments to keep a check on how well children are doing.
122. Good planning and appropriate resources ensure that all children have the opportunity to develop skills and have experience in a wide range of sports, games, gymnastics and dance activities. Swimming lessons provide appropriate water experience for lower junior pupils, most of whom reach the expected national standard. Extra lessons are provided for those in the upper juniors who do not make the standard the first time round. A weaker aspect of provision is the lack of planned opportunities for each year group at Key Stage 2 to experience 'outdoor and adventure' pursuits. These tend to be on an 'ad-hoc' basis, dependent on the type of educational visit teachers choose for their classes. A satisfactory range of sporting activities is offered to junior pupils outside the school day. These currently include rugby, football and dance. Good links are made here with the community and the local high school, as members take a lead in coaching pupils, under the supervision of a teacher. Boys and girls are equally invited to participate. A drawback in terms of provision is the condition of the school playing field, which quickly becomes waterlogged and disrupts the teaching programme, particularly in winter months. The school is currently attempting to link with the local high school in an attempt to remedy this situation.
123. In the lessons seen in Key Stage 1, good and sometimes very good teaching of dance ensured that children made at least good progress. Teachers structured their lessons particularly well to ensure that children built on their existing skills thoroughly. This was a particular feature of a Year 2 lesson, in which children learned a new country-dance from scratch. The teacher carefully explained the moves that the children already knew from other dances. Pupils were immediately confident in tackling the new routine because of this. She then broke the dance down into stages, ensuring that the children were proficient in one stage before they moved on to the next. They were constantly challenged to improve their performances. Finally, the sections were put together to music and the children were delighted by their achievements. Throughout this and the other infant lessons seen, expectations in terms of work and behaviour were high and the teaching moved along at a rapid pace. Children demonstrated good control of their bodies and a growing awareness of how their performance could be improved. In contrast, in the Year 6 lesson, the pace was slowed because children were not totally clear of the purpose and did not always remain on task. Expectations of behaviour and the quality of movements were not as high. Teachers make clear reference to health and safety during lessons. The benefit of this can be seen in the way in which the

younger pupils, in particular, use space and avoid others. Pupils are considerate to each other and worked sensibly and co-operatively with partners in all lessons seen.

RELIGIOUS EDUCATION

124. The school fulfils all the requirements of the Hull Locally Agreed Syllabus. By age 7, pupils exceed the expected standards and have made good progress. By age 11, standards are satisfactory overall. This is an improvement for Key stage 1 from the time of the last inspection, when standards were judged to be sound. In the lower junior classes, pupils build well on their previous learning. In the older junior classes, topics are not covered in the same depth and, as a result, progress is slower. However, by the time they leave the school, pupils have a sound understanding of both the messages from religion and the facts about Christianity and some other world religions. The strong emphasis the school places on pupils' personal development enhances their learning and is reflected in what they know and understand. Pupils with special educational needs achieve well in relation to their abilities.
125. In the infant classes, pupils become aware of Christianity by learning stories from both the Old and the New Testament. For example, in Year 2 they can retell the story of 'Daniel in the Lion's Den', showing an understanding of how God helped Daniel. They write and draw pictures about the 'Feeding of the Five Thousand' and are able to explain that this was a miracle. This is built on well in the junior classes, as pupils discuss the 'Ten Commandments', for example, and relate them to their own lives. Their writing about this shows good insight into which rules they feel underpin society today and which have meaning in their own lives. Throughout the school, pupils build up their knowledge of other religions steadily, particularly Judaism and Islam. In Key Stage 1, pupils can sequence the events of the Shabbat meal and understand that the Torah is important to Jewish people. In Key Stage 2, pupils' understanding is deepened as they learn, for example about 'The Five Pillars of Islam' and can explain the importance of 'Haj'.
126. Pupils in all classes learn about the importance of religious concepts such as ceremony and ritual. These are brought alive through drama, as for example they act out a baptism in the infant classes, assisted by a local vicar who also teaches at the school. Visitors are also used to enrich pupils' experience. A follower of Islam came into school to explain about the rituals of his daily life and how they linked to his faith. As a result, pupils not only deepened their understanding of the Muslim religion but were also able to consider the 'rituals' of their own lives. During the inspection week, a local vicar came into school to talk to Years 3 and 4 about the role of faith leaders in the community. The school makes good use of the local churches, not only to examine the buildings and artefacts but also to perform their own ceremonies and celebrations. A good example of this was the Christingle Service pupils took part in at Christmas, which also helped them to understand light as a symbol in the Christian faith.
127. The strongest area of the subject is the way in which pupils learn about and respond to the messages from religion. This is linked very closely to the school's personal, social and health curriculum. For example, infant children express their feelings about people and places that are special to them. They write about their friends and draw pictures of them. Teachers then make good links with special people such as Jesus and special places such as Jerusalem or Mecca. Good opportunities are also given in lessons for pupils to reflect on important topics, such as world peace. Older pupils write sensitively about the meaning of peace, relating this to the world today and to the messages of leaders such as Martin Luther King. The quality of discussion was very good in all lessons seen and pupils are very thoughtful in their responses. In the infant and lower

junior classes, children are given many opportunities to record their ideas and feelings in a variety of interesting ways. For example, they make class and individual books on the different themes studied. They enhance these with photographs and pictures downloaded from the Internet. However, in the older junior classes, such opportunities are not as frequent.

128. Teaching was good in all lessons seen, which is an improvement since the last inspection. Teachers plan their lessons well and make them interesting and relevant for the pupils. They make good use of books and artefacts to bring the subject alive. Very good opportunities are given to all pupils to share their thoughts and feelings and all their responses are highly valued. For example, in a Year 5 lesson, where pupils were considering the bad things that they had done in their lives and the effects, the teacher handled some difficult issues raised very sensitively. Pupils were engaged in this work because it had meaning for them. These features, coupled with the strong relationships that exist between teachers and pupils, enable them to be confident and articulate in expressing their views. Teachers also question pupils skilfully, to probe their understanding and to challenge them to think at a deeper level. Expectations of the amount children will record and the quality of pupils' written work is not such a strong feature in the upper junior classes. Work is often untidy and does not reflect the quality of the discussion and debate that preceded it.
129. Management of the subject is good. The joint coordinators have thoughtfully introduced the new local syllabus to ensure that all staff have a good understanding of the topics they teach and are well supported with advice and resources. Teachers' planning, children's work and lessons have been monitored and changes made as a result. For example, teachers have been encouraged to incorporate information and communication technology more frequently into lessons and extra CD-ROMs are being purchased to support this. Resources are of good quality, with a wide range of books and artefacts available to support topics.