

# INSPECTION REPORT

## **MARFLEET PRIMARY SCHOOL**

Hull

LEA area: Kingston-upon-Hull

Unique reference number: 117801

Headteacher: Miss P M Johnson

Reporting inspector: Mr Geoff Yates  
2465

Dates of inspection: 7 - 9 April 2003

Inspection number: 247811

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Marfleet Lane  
Hull

Postcode: HU9 5RJ

Telephone number: 01482 781943

Appropriate authority: Governing body

Name of chair of governors: Mr John Dennett

Date of previous inspection: 3 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2465	Geoff Yates	Registered inspector	Mathematics Music Physical education Religious education Special educational needs English as an additional language	What sort of school is it? School's results and achievements Pupils' attitudes, values and personal development What should the school do to improve further?
19343	M Howel	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
7979	A Calderbank	Team inspector	English Art and design Design and technology	How well are pupils taught? How well is the school led and managed?
8420	V Roberts	Team inspector	Science Information and communication technology Geography History Foundation stage Education inclusion	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Marfleet Primary School is a smaller than average sized primary school for boys and girls aged four to eleven years. It is situated in Hull in an area close to the docks. The area consists of mainly rented housing. There are currently 115 pupils on roll. Pupils in Years 1 to 6 are organised in classes containing children from two year groups. Twenty two per cent of the pupils are on the school's special educational needs register, which is about average. Most of the pupils have moderate learning difficulties. No pupils have statements of special educational need. There is a well above average percentage of pupils (about 37 per cent) known to be eligible for free school meals. The number of pupils from minority ethnic backgrounds is very low and none are at an early stage of English language acquisition. When children start in the Reception class, their attainment varies but is mostly below that expected for their age. At the time of the inspection major building work was about to take place. The school receives additional funding from the Education Action Zone initiative (EAZ).

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

Marfleet Primary School is a good school with many outstanding features. It is justifiably well respected in the local community. Pupils achieve well especially in English and science. This has been recognised nationally with the school being given a national achievement award. The school is effective in sustaining very good standards of pupil behaviour. Personal, social and health education makes a significant contribution to pupils' development. Good quality teaching and pupils' willingness to learn are key factors in the school's success. The school is fulfilling its mission statement. It is very well led and managed and provides good value for money.

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

- Pupils achieve well and make good and often very good progress in English, mathematics and science.
- The leadership and management shown by the headteacher are very good.
- The quality of teaching is good.
- Children have very good attitudes towards their work, demonstrate high levels of behaviour and relationships between adults and pupils are strong.
- Assessment procedures and the use made of the information gathered are very good in English, mathematics and science.
- Provision for pupils' spiritual, moral and social development is good overall.
- It enjoys the good support of the parents who value the commitment of the staff.

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

- The opportunities for pupils to develop their speaking skills.

There are no other key issues for the school to address.

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

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

Very good improvements have been made since the school was last inspected in November 1997. All subjects now have schemes of work and a whole-school approach to assessment has been put in place. Better use is being made of assessment information to help teachers decide what the children should learn next in English, mathematics and science. The attainment of children in the Reception class has been raised and teaching is of a good quality. Pupils in Year 2, including those who are high attainers make good progress. Financial planning is now very good and closely linked to school development planning. The school complies with all statutory requirements.

## 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				<b>Key</b>
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	D	A	A*	well above average A above average B average C below average D well below average E
mathematics	C	C	D	A	
science	B	A	C	A	

Inspection evidence shows that standards in English and science are above average in Year 6. Standards in mathematics have improved and are now average. The school is likely to achieve its target for Level 4 attainment in English and mathematics in the 2003 national tests. Pupils make satisfactory use of information and communication technology (ICT) equipment and achieve satisfactory standards. In all other subjects, pupils' achievements are similar to those found in most schools. It is not possible to make any overall judgement about standards in physical education and music. However, excellent teaching of dance in Year 6 ensures that pupils achieve above average standards in this aspect of physical education.

The majority of children in the Foundation Stage make good progress in all areas of the curriculum. Most will attain the expected early learning goals by the end of the Reception year. However, children's speaking skills are below average.

Standards of attainment in Year 2 in reading, writing, mathematics, science and all other subjects inspected are average because basic skills are taught well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy in school and are keen to learn. They work hard and give their full attention to lessons.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Pupils follow the rules and play very well together in the playground. They work co-operatively during lessons.
Personal development and relationships	Very good. Children of all ages get on very well with and care about each other. They carry out jobs in school responsibly and sensibly.
Attendance	Satisfactory overall.

The pupils are enthusiastic about school and take a pride in everything they do.

## TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall and a strength of the school. No unsatisfactory teaching was observed. This is a significant improvement since the last inspection. Teachers have fully incorporated the National Literacy and Numeracy Strategies into their planning. The basic skills of reading, writing, spelling, and handwriting are taught thoroughly. Teachers ensure that pupils listen well but more opportunities need to be provided for pupils to develop their speaking skills. An appropriate emphasis is placed on developing pupils' knowledge and understanding of number and mathematical procedures. Information and communication technology skills are taught soundly and teachers provide appropriate opportunities for pupils to use their newly acquired skills in other subjects. The major strengths in the teaching seen were effective planning, teachers' good subject knowledge and the very good use made of assessment information. The quality of learning is good throughout the school. Pupils show interest, concentrate carefully and try hard.

Good teaching in the Foundation Stage ensures that children make good progress. The teacher makes effective use of assessment information to make sure that work is matched to children's ability. Appropriate opportunities are provided for children to explore and learn for themselves. The quality of learning is good in all areas of learning. The teacher and nursery nurse work very well together as a team.

Pupils with special educational needs make good progress because work that is set in lessons is well matched to the targets in their individual education plans. Teaching assistants support pupils well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets national requirements. Pupils are provided with a good range of relevant learning opportunities. The provision made for personal, social and health education is very good. A good programme of extra activities and visits adds to the quality.
Provision for pupils with special educational needs	Good. Pupils are identified at an early stage and achieve well. They are provided with appropriate support to reach the targets in their individual education plans. Working individually and in small groups helps them to grow in self-confidence.
Provision for pupils with English as an additional language	No separate provision is required because none of the pupils is at an early stage of speaking English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good attention is paid to fostering pupils' moral and social development. Staff expect pupils to show good manners, to do the right thing and to consider others at all times. The children gain a good sense of the responsibilities involved in being part of a caring community. Assemblies and moments of reflection contribute effectively to pupils' spiritual development and to the ethos of the school. Provision for pupils' cultural development is satisfactory.

How well the school cares for its pupils	Good. The staff know each child very well and show care and concern for their well-being and safety. Pupils' personal development is well supported and monitored effectively. Assessment of pupils' academic performance in English, mathematics and science is very detailed. Test results are analysed and the information used very well to set targets for improvement.
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The school's partnership with parents is good and they are fully involved in their children's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management by the headteacher have brought about significant improvements to standards. She is well respected by parents and children and gives a very clear sense of purpose and direction to the work of the school. The deputy headteacher provides very good support to the headteacher. Co-ordinators are managing their responsibilities well and developing confidence in directing the way forward in their subjects.
How well the governors fulfil their responsibilities	Good. Governors fulfil all their legal responsibilities and have a good knowledge of the strengths and weaknesses of the school. Committees deal efficiently with school matters. Governors are effectively involved in setting targets for improvement.
The school's evaluation of its performance	Very good. The school has identified appropriate priorities for development and put in place systems of high quality for evaluating teaching and learning throughout the school. The action taken has improved standards.
The strategic use of resources	Very good. Funds are used very well to support the school's priorities. The strategic use of resources is good. Budget decisions are linked appropriately to the school's educational priorities contained in a very good school development plan. Monies allocated to such areas as special educational needs are used effectively.

Staffing levels are adequate for the school's needs. There are satisfactory resources overall for all subjects. However, the library is not well stocked or organised.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The teaching is good.</li> <li>The school is well led and managed.</li> <li>Their children are happy and like school.</li> <li>They would feel comfortable in approaching the school with problems.</li> <li>Children are expected to work hard and as a result make good progress.</li> <li>Children behave well and the school helps them to become mature.</li> </ul>	There are no aspects of school life that parents have concerns about.

The inspection team agrees with the parents' positive views.

## **PART B: COMMENTARY**

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

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

1. Any comparisons made with other schools need to be treated with tremendous care because of the well below average number of pupils in each age group. For example, in the current Year 6 age group one child is equivalent to around 7 percentage points. The school is very aware of this issue. It has put in place very good arrangements in English and mathematics to ensure that information about what each child knows, understands and can do in her/his work is used successfully to set individual targets for further improvement. Pupils are also actively involved in target setting. The targets set in English and mathematics are likely to be met but could be adversely effected if there is any change brought about by a child leaving or entering the school.
2. Another key factor in the progress pupils' make is the good quality of teaching they receive. Pupils with special educational needs receive help where needed from well-informed classroom assistants. Higher attaining pupils are not neglected with additional teaching support provided to present them with challenging work. There is no significant difference between boys' and girls' achievements. The small number of pupils who speak English as an additional language do so well. They make the same good progress as other pupils.
3. Good improvements have been made in raising pupils' achievements since the time of the previous inspection. The weaknesses that were found in the Foundation Stage have all been addressed successfully. Standards of attainment in Year 2 in English and science have risen and are now in line with those found in most schools. In Year 6 standards in mathematics are average but standards in English and science have risen and are now above average. In design and technology, ICT and history standards have risen and are now the same as those found in most schools.
4. Pupils have good opportunities to use their literacy and numeracy skills in other subjects. Writing is used well in history and geography. Work is presented well. Information and communication technology is used soundly in most other subjects. For example, it is used in geography to create a database about a river survey.
5. Children start school with below average skills. The Foundation Stage provides a good basis for children's education. Progress during the Foundation Stage is good, because of the good teaching pupils receive. Most children are expected to attain the nationally agreed early learning goals in all six areas of learning. However, children's speaking skills are below those typical of children at the end of the Foundation Stage. Children's personal, social and emotional development, from a below average start is very good. Children concentrate well and complete whatever tasks are set. They develop their reading and numeracy skills well. They listen attentively to stories. Children talk readily about the characters in their reading books and recognise some key words, but many do not have satisfactory speaking skills and standards are below those typical. More able children have begun to read simple stories and write sentences without adult help.
6. In the 2002 tests for pupils in Year 2, results in reading and writing were below those found in most schools and well below most schools in mathematics. Standards in

science were assessed as being average. Inspection evidence indicates that in the current Year 2 most pupils are attaining at the expected levels for their ages in reading, writing, mathematics and science. Comparisons with previous years are difficult to quantify because of the small number of pupils in each age group. Pupils use their writing skills well in most other subjects but sometimes do not have enough opportunities to use their speaking skills. In all other subjects, inspected standards are in line with those found in most schools. No overall judgements could be made in physical education and music.

7. In the 2002 National Curriculum tests for pupils in Year 6, standards were well above average in English, average in science and below average in mathematics. The school's result compare very favourably with those found in similar schools with standards being well above those found in all three subjects. The trend in results is below the national trend but this piece of statistical information needs treating with care bearing in mind the small number of pupils in each age group.
8. Most pupils in Year 6 are well on their way to attaining at least the nationally expected levels in English and science. In mathematics standards are average but one third of the age group are likely to attain a higher than expected level. Standards in reading and writing are above average. However, some pupils do not have good speaking skills. Standards in Year 6 are average in all other subjects. No judgement can be made in physical education or music. However, standards in dance are above those found normally.

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

9. The school works hard to promote tolerance and kindness and ensure pupils do not feel excluded. It is very successful in its efforts. It promotes successfully a value and respect for each other, which is reinforced by the very good role models of the staff.
10. Pupils' attitudes both to school and their learning are very good. They are happy and enjoy school. Pupils are well motivated, concentrate hard, and are keen to contribute in lessons and participate in their different tasks and activities. They become particularly involved when things catch their interest. For example, Both boys and girls concentrated well during a dance lesson in the Years 5/6 class where well-chosen music and excellent teaching really caught their imagination. Comments from older pupils included; *'I like coming to this school you get to know everyone.'*
11. Children in the Reception class show a confident and mature approach both to work and within their relationships with each other. They listen attentively, concentrating well, and are developing good social skills as they engage in their tasks and activities. The children work and play very well together, happily sharing their toys and resources. Parents are particularly pleased at the consistently high expectations of all members of staff, which encourages pupils to work hard and behave well. They feel this is helping their children to become mature and responsible. They value the good teaching and commitment of staff.
12. The standards of behaviour in and around the school are very good and have been well maintained since the previous inspection. Parents commented on the high standards set and the emphasis from teachers of what is acceptable, resulting in pupils knowing what is expected. The school has an orderly atmosphere and pupils are well aware of the school's rules, some of which they have helped devise. Pupils are very friendly, happy to talk about what they are doing and willing to show their work to visitors. Pupils interviewed said that the school is a happy and secure place with

little bullying. If they have a problem they know who to go to, and are confident it would be dealt with properly. There are few incidents of oppressive behaviour and a high degree of harmony exists between pupils. There were some exclusions last year but there have been no exclusions this year.

13. Relationships in the school are very good, both between staff and pupils, and amongst the pupils themselves. The Marfleet Buddy system provides a support structure to deal with any problems and difficulties. Social development is very good. There are frequent chances for pupils to work together in pairs although opportunities for group discussions are less evident. Pupils co-operate well and this promotes a very good working environment making a positive impact on learning. Pupils were observed working well together in groups practising their musical compositions or whilst preparing notes in a religious education lesson. They frequently fund raise for charity.
14. The personal, social and health education programme identifies many opportunities for pupils to talk about important issues and is a strength of the school. It promotes a very good moral code, enabling pupils to share their views and feelings, values and beliefs. Where pupils are given tasks that they can undertake independently, such as reading and following instructions, or undertaking their own research and investigations, this works well, helping them to take responsibility for their own learning, and to develop their initiative. The paired reading sessions between older and younger pupils are particularly successful in helping pupils share their talents with others. The school council with its elected officers is an integral part of school life. Special letter boxes on classroom doors allow pupils to leave messages for council members about things that might improve the school. Pupils feel that this gives them the opportunity to air their views.
15. Attendance figures for the school are satisfactory. The attendance rate is broadly in line with the national average and has shown a slight increase during the last year. Lessons start and finish on time.

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

16. Teaching is good overall. The quality of teaching has improved since the last inspection when about 12 per cent of the lessons observed were judged to be unsatisfactory mainly because teachers had low expectations especially with regards to the higher achievers. All teachers now have at least appropriate expectations with regards to pupils' attainment. The teaching of pupils in the Year 5/6 class continues to be of a high quality and pupils make very good progress in this class.
17. During the current inspection all the lessons seen were at least satisfactory, 84 per cent were good or better and 28 per cent were very good or excellent. The major strengths in the teaching seen were the very good management of pupils' behaviour, effective planning, teachers' good subject knowledge and the very good use made of assessment information in English, mathematics and science. As a result of this effective teaching, the quality of learning is good in most lessons and pupils make above average progress. In all classes, teachers ensure that all pupils can take part in the activities planned. Social inclusion is another strength of the school.
18. Teaching is good in the Foundation Stage. All the weaknesses found in the previous inspection have been addressed successfully. The teacher and nursery nurse work well as a team. They plan topics together and make good use of assessment information to ensure that work is well matched to children's individual ability. They

provide children with good opportunities to explore and learn for themselves. A strong feature of the teaching is the good implementation of classroom routines and the provision of a secure environment in which children are encouraged to become independent. Through play and good direct teaching, numeracy and literacy skills are taught effectively.

19. The previous inspection report identified weaknesses in planning and the use of day-to-day assessments that limited the attainment and progress of pupils, particularly the higher attainers in Year 1 to 6. The school has worked hard to address these issues. The National strategies for literacy and numeracy have been introduced well. As a result, the teaching of English and mathematics is good throughout the school. Moreover, teachers have brought in very good assessment procedures in both subjects and very good use is being made of the information to make sure that work builds on pupils' previous learning and is sufficiently demanding. Of additional benefit to higher attainers is the extra support they receive from a visiting teacher. All pupils are now being suitably challenged including those with special educational needs and those who speak English as an additional language.
20. Reading skills are particularly well taught and as a result, pupils have good library skills and can find information from non-fiction books quickly. Teachers ensure that key skills such as spelling, punctuation and handwriting are covered effectively in writing. A strength of the teaching in mathematics is the encouragement given to pupils to suggest alternative ways of working things out.
21. Teachers provide good opportunities for pupils to use their literacy skills in other subjects. For example, they use their writing skills well in history and geography. Satisfactory opportunities are provided in subjects such as science for pupils to practise their numeracy skills.
22. The teaching of science is good. Helpers and support staff are used well to enable pupils to carry out their investigations with confidence. Pupils are taught to write up the results of their experiments in a uniform way and this is effective in providing pupils with special education needs a framework to work with.
23. Different organisational patterns are used to good effect depending on the learning objectives of the lesson. Whole-class teaching is used appropriately throughout the school to introduce new ideas or to remind pupils of relevant information. In most lessons teachers provide clear introductions that tell pupils what is to be taught and learnt. In the more successful lessons, teachers remind pupils of how much time is left. This spurs pupils on to greater efforts. However, there are some inconsistencies in the development of speaking skills because teachers' questioning does not always encourage pupils to develop their ideas. This was not the case in the Year 4/5 Class when the teacher used some very good questions such as "Who can develop that a little bit further?" and "Is it not a bit deeper than that?" to get the pupils to go into more detail.
24. Information and communication technology skills are taught well using good quality resources and pupils are provided with satisfactory opportunities to use their skills in other subjects such as science and mathematics. A significant strength is the contribution made by support staff who have all had training.
25. Teaching in religious education is very good. Role-play was used very effectively in lessons to give pupils a deeper understanding of the significance of Palm Sunday and the Passover Meal.

26. Though teaching is good in history, not enough use is made of discussion to improve speaking skills. Good teaching overall in physical education in Years 3 to 6 enabled pupils to develop their dance skills to a higher than average standard. It was not possible to make an overall judgement about the quality of teaching in art and design, geography, music, design and technology or physical education in Years 1 to 2.
27. No separate planned programme of teaching and learning is provided in the school for pupils who speak English as an additional language because they can all work competently in class alongside their peers.
28. Pupils with special educational needs are fully included in all lessons. All pupils have well written individual education plans that show clearly what needs to be done to improve their achievements. A very good feature of the plans is that numeracy targets are also included, where appropriate. Teachers and classroom assistants support pupils well.
29. The quality of the feedback pupils receive from their teachers, both orally and in writing is very good. Pupils have a very clear understanding of the strengths and weaknesses in their learning through the use of their 'Tackling Target File'. This also gives them a good indication of what they have to do if they are to achieve the next level in their work. This has the effect of encouraging them to greater effort.
30. Teachers set homework regularly. This makes an excellent contribution to pupils' progress because not only is it linked to what is being taught in class but parents are given precise guidance on how they can help. Good use is made of all available resources. Visits and visitors are also used effectively to add interest and improve the quality of learning, especially in subjects such as history and geography.

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

31. There has been good improvement since the last inspection. Provision for children in the Foundation Stage has improved significantly. All activities for these children are well connected to the recommended areas of learning. Assessment for the under fives is firmly in place. Positive action on establishing schemes of work for Years 1 to 6 has resulted in the good achievement by pupils by the time they leave. The effective links the school has with a variety of organisations have supported the school significantly and markedly improved the provision for ICT. The very good provision for personal, social and health education connects particularly well with aspects of spiritual, social and moral development of pupils and has led to the school obtaining two school awards. Consequently, respect, thoughtfulness and celebration are qualities that are seen across the school.
32. The curriculum for children in the Foundation Stage is good and reflects the positive progress in learning for children in the Reception class. Despite constraints in the accommodation, children have an interesting and colourful setting in which to learn and this takes place within a happy and secure atmosphere. A well-planned range of activities supports all aspects of their learning. The teacher and nursery nurse place a strong emphasis on practical activities but also structure their literacy and numeracy activities to prepare children well for the next stage of education.
33. A good and varied curriculum is provided for pupils in Years 1 to 6 and fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Schemes of work are now satisfactorily in place in all subjects. The

curriculum is fully inclusive and, as a result, provision for pupils with special educational needs is good. Education plans are well written and targets are reviewed regularly. The school has good connections with support services. For example, young children with communication difficulties have access to speech and language support and pupils with learning difficulties have access to specialist teachers. Teachers are well aware of the variety of pupils' needs including behaviour, and clearly identify the support they require. Equally pupils from homes where English is not their first language, are fully supported where appropriate and the work of higher attaining pupils is well monitored to ensure their talents are recognised.

34. The effective use of the literacy and numeracy strategies has had a good impact on standards overall and the skills pupils gain are linked with several other areas of the curriculum. For example in Year 6 history, pupils constructed word webs to brainstorm their ideas on the feelings of evacuees. The following day they used this information to record arguments for and against evacuation in their literacy lesson. In the same class, pupils gathered information on favourite foods and sports, recorded these on spreadsheets and used the computer to illustrate their results in bar charts and block graphs.
35. The school organises a good programme for extra-curricular activities, which is fully supported by teaching staff. Pupils interested in music join the choir, recorders or ocarina club. Both boys and girls are members of football clubs. Dancing and art clubs are also part of the programme. Booster and homework clubs support pupils interested in improving their work. There is also a German club, which has opened its membership to a parent. A good range of visits and visitors related to curriculum subjects further enrich provision. Young children explore the immediate locality and make an annual trip to the seaside. Older pupils visit heritage centres to enhance their history work. Pupils in Years 5 and 6 participate in a residential visit where fieldwork and orienteering take place. The visit to the maritime museum, the Deep, has provided numerous writing and artistic opportunities for pupils to do extremely well in literacy, science and in art and design lessons.
36. Community links are strong. An impressive number of support service and community links are connected with the school and pupils benefit from the services offered. Specialist staff has given training to support staff as well as teaching staff in ICT provision and as a result all pupils' skills are improving. Younger pupils are developing well in their understanding of control technology and the early stages of multimedia presentations by pupils in Year 6 are of high quality. School health services support the curriculum in personal health and the *Health Focus* input at the end of the year strengthens pupils' understanding of the misuse of drugs and the danger of hazardous substances. Equally the initiatives for personal, social and health education co-ordinated by the deputy headteacher has led to this aspect being a strength of the school.
37. Provision for pupils' personal development is good overall. It is very good in regard to the pupils' moral and social development; provision for spiritual development is good and cultural development is appropriately provided for. The school council is an active group of pupil elected members. Their discussions and decisions have been influential in improving safety aspects in and around the school.
38. The provision for pupils' spiritual development is an improvement on the last inspection. Pupils' consideration around school and in assemblies shows they understand the values and beliefs projected by the school. They respect the performances of musicians and singers in assemblies and appreciatively applaud

without prompts. Pupils are aware of the needs of others and also of their difficulties and often seek to support them. All staff in the school contribute to the positive climate of respect for others, which further enhances the spiritual development of pupils. School assemblies are well planned and have a good balance of singing, prayer and reflection. Entertaining visitors such as local clergyman, who is also a school governor, as well as people of other faiths also enhances them.

39. Provision for pupils' moral and social development is very good. Pupils are clear in their understanding of right and wrong and feel supported by the values of the adults in the school. As a result, the behaviour in lessons and around the school is very good overall. There is clear guidance on expectations of positive behaviour. Pupils' clear understanding of the *Do* rules of the school was evident where pupils were able to match a variety of them to the story told in assembly. Planned time is given to this area of the curriculum, which enhances pupils' understanding of self worth and relationships with others in and out of school. Older pupils' understanding of right and wrong helps them in their duties as Marfleet Mates and younger pupils feel confident about approaching them if troubled. Paired reading activities such as *Reader-Leader* between older and younger pupils promote personal initiative and the need to assist others in learning. Socially, pupils play and work well together. They are good listeners and, when encouraged to work in groups, they joins forces enthusiastically and readily delegate or accept their role in the group. This was particularly noticeably in Class 4 during science where pupils, keen to explore the flight of parachutes. They quickly and co-operatively took on their role in the group without teacher direction.
40. Teachers use assembly opportunities and lessons for pupils to appreciate their own cultural traditions and those of others to further cultural development. Music and art is celebrated within class and extra activities. The impromptu performance of *Twinkle, twinkle little star* by the under fives during the ocarina performance in assembly was much appreciated by the rest of the school. Visiting musicians and representatives of other cultures and faiths such as Judaism and Buddhism visit the school to widen pupils' understanding. However, pupils' understanding of the broader nature of cultural diversity is narrow. This aspect does not feature widely in planning across the curriculum and resources are low.

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

41. The school provides good support and care for its pupils. The pupils are valued as individuals, and their teachers play a significant role in their personal development. There are clear procedures in place for health and safety matters, and for child protection procedures. All staff are aware of the policies and are fully involved in their implementation. Minor health and safety matters were raised with the school during the inspection.
42. There is a very effective behaviour policy, which is used consistently and fairly by all the staff, including the lunchtime welfare staff. Pupils know how they are expected to behave and, as a result, very little teaching time needs to be used to correct unacceptable behaviour. The general school rules are displayed in a very clear way with large posters showing the Do's and Don'ts. In addition, each class has its own individual rules. The school celebrates the successes of its pupils through assemblies and displays around the school. Neither pupils nor parents see bullying as a problem in the school, and any incidents that do occur are dealt with promptly and fairly.

43. The school continues with its efforts to improve the general attendance rates. There are effective procedures in place. The school operates a first day call system to contact parents if a pupil fails to arrive at school, and fully involves the educational welfare officer. Pupils are rewarded for good attendance, and parents receive an individual letter if there is an improvement in their child's attendance. The main reason for the poor attendance of some pupils is that their parents condone their absence. The school is trying to overcome this problem by stressing the importance of regular attendance, but some families still fail to co-operate with the school.
44. The teachers know their pupils and families well, and this helps in the good, informal monitoring of pupils' personal development. The school promotes the good health of its pupils through a planned programme of lessons and visiting speakers. As a result of this effective work, last year the school received a Healthy Living Award.
45. Since the previous inspection, there have been good improvements in the effectiveness of the school's procedures for assessing pupils' attainment and progress especially in the Foundation Stage where it was judged to be unsatisfactory. At that time, procedures did not allow for the satisfactory recording of children's attainment in the six areas of learning and the information was not being used to plan subsequent work. Procedures are now of a very good quality.
46. In the Reception class, children's attainment on entry is now assessed very well and the information is used successfully to ensure work is matched to their prior attainment. Good systems are also in place to assess and record children's progress in each of the six areas of learning and to indicate when the early learning goals have been met. As a result, the school is beginning to build up a clear picture of individual children's achievements.
47. In Years 1 to 6, the school's systems for the monitoring of pupils' academic performance are very good in English, mathematics and science. A range of tests is regularly conducted in these subjects and pupils' achievements are rigorously recorded. Regular assessments are also used to monitor attainment and progress in other subjects such as history and geography when units of work or topics have been completed. The school analyses this information very well to identify where improvements are needed and to target individuals and groups of pupils. A strength of the provision is the quality of the feedback given to pupils about their progress and the appropriateness of the targets that they are set to enable them to improve. As a result, pupils have a very good understanding of their achievements and they know very clearly what they have to do to attain the next level in, for example, their reading or writing. There are appropriate procedures in place to ensure that pupils entering the school at different stages during the year are assessed as quickly as possible to ensure that work can be matched to their ability. Pupils with special educational needs are identified at an early stage and regular assessments of their needs take place. The information gathered is used well to ensure that they make good progress.

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

48. The parents have very positive views about the school and the education that it provides for their children. There was a good response to the parental questionnaire. There was a wholly positive view that the children are expected to work hard. A very high percentage of parents said they feel comfortable to approach the school, and think that the teaching and leadership and management are good. No aspect of the questionnaire had less than 91 percent support from the parents.

49. The relationship between the school and the parents is a strength of the school. Parents are always welcome into the school, and teachers are available every day to talk to them if they have any worries. The information supplied is good and plentiful. When children join the Reception class both they and their parents receive a welcoming pack of toys and information. This information is provided in a very 'user friendly' way. Each term, the school tells parents which topics and subject areas their children will be covering. This helps parents to be more involved in the work being done in school, and gives them the opportunity to offer support to their children. There are three parents' meetings each year when the teachers and parents can discuss progress and targets set. The annual reports are very good. They clearly relate to the child concerned, and give good information about both the work already done and the targets for the coming year. The last inspection had some criticism of the reports and the school has very effectively dealt with this issue.
50. There is good support for school events. All concerts and fund raising events are very well attended and there is equally good support for the parents' meetings. A small number of parents regularly help in school during lessons. Each week a group of parents meet in the resources room to help with the preparation of materials for use in lessons. The majority of parents ensure that their children attend school regularly. However, a significant number still do not appreciate how important it is that their children are in school every day.

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

51. The quality of leadership and management is very good overall. The well-respected headteacher has very clear educational aims, values and principles. These lie at the heart of all the school's work and ensure a purposeful atmosphere and a good climate for learning, within which pupils feel secure and gain significantly in confidence. The headteacher has placed high store on developing very good systems to monitor the quality of teaching and learning throughout the school. The procedures she has put in place and the feedback teachers have received has ensured that teaching has improved significantly and is now of a good quality. As a result, standards have risen significantly since the last inspection.
52. The atmosphere in the school reflects its aims, one of which is 'to raise expectations and standards in all areas of the curriculum'. The headteacher sets high standards in the work she undertakes in support of staff, pupils and their families. The deputy headteacher provides very good support. The positive and supportive ethos within the school owes much to the quality of relationships that have been established. Teachers feel able to discuss their work, exchange ideas with colleagues and learn from those with subject specialist expertise.
53. Very good improvements have been made since the school was last inspected in November 1997. The attainment of children in the Reception class has been raised. Co-ordinators are managing their responsibilities well and all subjects now have schemes of work. An effective whole-school approach to assessment has been put in place. Very good use is now being made of the information about what pupils know and can do in English, mathematics and science to help teachers plan further work. As a result, standards have improved significantly in these subjects. Pupils in Year 2, including those who are high attainers make good progress. Financial planning is now very good and closely linked to school development planning. The school complies with all statutory requirements.

54. The governing body through the work of its committees and the regular involvement of some governors in the life of the school oversee all aspects of the school effectively. For example, individual governors are linked to curriculum areas and meet regularly with the relevant curriculum leader to assess progress. Governors are actively involved in holding the school to account and in setting targets for future initiatives. For example, they are involved in drawing up the strategic three year plan and the school operational plan. They have adopted a policy for racial equality that is fully put into practice by all members of staff. The policy formalises the good practice found throughout the school of all pupils being involved in all activities no matter what their background or aptitude.
55. School development planning has improved since the last inspection when it was reported that the School Development Plan was not costed to take account of the identified priorities of the school. Following on from consultation with all staff and the governing body, the school has drawn up a strategic three-year plan and a school operational plan covering just one year. The later details clearly what needs to be done and who is responsible for seeing it gets done. Time scales are included as well as costings. The School Development Plan is of a good quality. It is very appropriately focused on raising standards, for example, to develop staff awareness of challenging the more able. Performance management procedures are well established and the outcomes of reviews are used effectively to set future targets.
56. The quality of financial planning and control are very good overall. Financial procedures and regulations are clear. The issues highlighted in the most recent audit have been dealt with successfully and recommendations acted upon. The finance committee monitors spending appropriately. Very good use is made of the Local Education Authority's 'peri-bursar' to ensure a well-planned and monitored budget. There are sound systems in place for the ordering of goods and services and the governors are aware of the need to obtain value for money on all purchases. Satisfactory evaluation of the effects of spending on standards and achievement are made. Effective use is made of ICT to help manage the budget. The secretary provides satisfactory support to the headteacher in ensuring that everything is accounted for and the school runs smoothly on a day-to-day basis. Money allocated to special educational needs is used well. The school makes very good use of the extra funding received from the Education Action Zone initiative to fund developments in ICT, home/school transition, help for higher attaining pupils and community links.
57. The special educational needs co-ordinator is well organised and provides good leadership. The school has a good special educational needs policy, which is effective. The support provided for pupils with special educational needs is good and enables them to make the same progress as the rest of the class.
58. The school has satisfactory provision of experienced and appropriately qualified staff to ensure that the curriculum is taught well. There is a good match of teacher specialisms to the responsibilities teachers hold in the school and they have good opportunities for in-service training. There were no unfilled posts at the start of the term.
59. Whilst the accommodation is satisfactory overall, there are still some weaknesses which cause difficulties for the school. Classroom sizes are in the main satisfactory and there is a small hall which has some suitable fixed equipment for physical education. However, it is also used for dining and as a throughway to other parts of the building. One classroom has recently been refurbished and set up as a library area with an interactive whiteboard but it is not well stocked with books or suitably

organised. Two classes are accommodated in an ageing, relocatable classroom that does not have toilet facilities. However, a new building programme has just started which includes the construction of two new classrooms. Since the last inspection, improvements have been made to the outside play area for children in the Foundation Stage and it now provides a more imaginative environment for them to play in. There is a small playing field that adds to the quality of the pupils' experiences. During the inspection, two classes used this area well to explore for mini-beasts as part of their work in science and to practise games skills in physical education lessons. Resources are adequate overall. However, the library is not well stocked with books.

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

60. In order to improve further the quality of education the governors, headteacher and staff should:

- provide more opportunities for pupils to develop their speaking skills.  
*(see paragraph 80 in the main report)*

### **In addition the school should:**

- (1) ensure that the library is better organised and stocked with more books;
- (2) provide more opportunities during art and design lessons for pupils to experience the techniques used by famous artists;
- (3) develop the provision for pupils' cultural development.  
*(see paragraphs 40,59 and 108 in the main report)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

32

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

25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	18	5	0	0	0
Percentage	3	25	56	16	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 three percentage points.

### 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)	N/A	115
Number of full-time pupils known to be eligible for free school meals	N/A	42

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	25

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	8	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	16	16	18
Percentage of pupils at NC level 2 or above	School	89 (89)	89 (83)	100 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	16	18	18
Percentage of pupils at NC level 2 or above	School	89 (83)	100 (83)	100 (89)
	National	85 (85)	89 (89)	89 (89)

*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
	2002	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	14	17
Percentage of pupils at NC level 4 or above	School	83 (63)	78 (88)	94 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	7
	Girls	-	-	-
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	83 (75)	83 (88)	89 (100)
	National	73 (72)	74 (74)	82 (82)

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

The number of girls and boys as individual groups is small so their results have been omitted from the table. The results of the group as a whole (girls and boys together) have been included.

***Ethnic background of pupils******Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	89	3	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	19
Average class size	23

### Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	107

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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

*FTE means full-time equivalent.*

## Financial information

Financial year	2001/02
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	£
Total income	395,407
Total expenditure	385,521
Expenditure per pupil	3,351
Balance brought forward from previous year	19,758
Balance carried forward to next year	29,644

- Part of the balance will be used to buy new equipment for the new block.

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out

115

Number of questionnaires returned

67

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	0	0
My child is making good progress in school.	66	30	1	0	3
Behaviour in the school is good.	66	33	0	0	1
My child gets the right amount of work to do at home.	67	27	6	0	0
The teaching is good.	85	13	0	0	1
I am kept well informed about how my child is getting on.	78	15	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	87	12	0	0	1
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	75	19	3	0	3
The school is well led and managed.	84	13	0	0	3
The school is helping my child become mature and responsible.	76	19	3	0	1
The school provides an interesting range of activities outside lessons.	75	16	3	0	6

**No other issues were raised by parents.**

## **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**

61. There has been good improvement since the last inspection. A well-established curriculum, good teaching and good assessment procedures have resulted in the raising of children's attainment for children under six.
62. The quality of teaching is good in Reception and the teacher and the qualified nursery nurse make a very good team. Both are well aware of the needs of children in Reception including those with special educational needs. As a result children make good progress in all areas of learning. The improved assessment procedures, now of a very good quality, have ensured that staff know when and where to change planning to meet individual needs. Planning, organisation, relationships and management of children are strengths of the Foundation Stage. Given the constraints of the accommodation, that are about to be addressed fully by a building project that is underway, these attributes of the team serve the children well.
63. Children start in the Reception class in the September after their fourth birthday. Most have not attended nursery schools. At the time of the inspection there were eighteen children in Reception. Although attainment varies, the skills and knowledge of most children are below that typical of four-year-olds on entry to school. Speaking and communications skills are often well below average. However, by the time children are ready to leave Reception their attainment in all areas of learning is satisfactory and they make good progress. Equally, children who have special educational needs make good progress against the targets set for them.

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

64. Children enter Reception happy and relaxed and quickly become independent, hanging their coats and ready to participate in activities prepared for them. They are helpful to others and share resources and games good-naturedly. At snack time, helpers willingly serve others and tidy up sensibly after everyone has finished. Children are comfortable with themselves and undress independently without fuss for lessons in the hall.
65. All staff are patient and understanding which results in very good relationships. They explain instructions clearly so that children know exactly what is expected of them and as a result, there is usually a calm working atmosphere in the Reception classes. Good time is given for children to talk about their likes and dislikes in circle time and their ideas are valued. Good quality teaching encourages children to work together and soon make friends. As a result children are very confident and outgoing by the time they leave the Reception class.

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

66. Speaking skills are not well advanced but children make good progress with their reading and writing. They settle quickly and listen attentively in to stories such as *Mary had a little lamb* and talk about how a teacher might feel with the lamb in school. They keenly join in parts of the story when reading from the Big Book. Many pick up the idea of rhyme well, recognising words from the text. They make a good start in reading and retell their stories with the support of illustrations. More able children enjoy the books in the early stages of the reading scheme, sounding out difficult

words. Equally, less able children enthusiastically share their books with visitors and read simple vocabulary accurately. Their knowledge of letter sounds is satisfactory. Most children can write their names recognisably and make good progress overwriting and copying sentences written by an adult.

67. Teaching is of good quality. It promotes the development of language well ensuring that there are plenty of opportunities for children to read and write each day. As a result, children recognise a growing number of words and more able pupils read simple stories well. All pupils use the writing areas regularly, forming recognisable letters and improving their writing skills satisfactorily.

### **Mathematical development**

68. Daily opportunities to count and use mathematical language help children make good progress in understanding number. They count reliably up to ten and beyond when threading beads correctly and make simple patterns of two colours. More able children recognise mistakes in their patterns and carefully check to make the correct number. They match large and small bears accurately to those printed on their worksheet. Well-organised play areas such as the shop give children good experiences in simple weighing and handling money. For example 'the shopkeeper' carefully weighs sweets and adjusts the weights to get an even balance before selling the sweets to a visitor. Children use their understanding of size when playing in the water tray and choose large or small dolphins to swim in their version of The Deep. Their work shows clear recognition of simple shapes and they make colourful pattern and pictures with them.
69. The teaching of mathematical development is good. There is good teamwork between the teacher and nursery nurse. They prepare colourful and good quality resources for numeracy activities so that children are instantly motivated and are keen to learn. Well-matched programs on the computer ensure good levels of success. Staff use everyday routines in lessons. For example, the teacher used registration to begin work on *more or less* and one child was quick to point out that " Today we have one more because we have a visitor." Good links are made with other activities. For example, songs and playground games are used to support children's understanding of number.

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

70. Teaching is of a good quality in this area of learning. The teacher uses the curiosity of the children very well to develop language skills further. She plans for children to have 'hands on' experiences with the materials they use as well have opportunities to use small tools. As a result children make good progress. In a Easter project they are interested in the changes that take place when eggs are scrambled or boiled. They ask questions about how the microwave oven works. Children use their senses well to explore taste, smell and feel of the ingredients. They look carefully at their shape and purpose of an egg as a container. They carried out a simple survey of everyone's likes or dislikes after tasting toast and eggs. Children appreciate that Easter is a special time and that festivals are times for celebration and present giving. Outside visits within the immediate locality and to the seaside increase their knowledge of their own culture and contrasting areas. There are good opportunities for children to become familiar with ICT. Most children are familiar with programs set up for practice in various areas of learning. They handle the mouse easily and click appropriately to move the program on. Equally they have good familiarity with programmable toys such as the *ladybug*.

71. Throughout these activities and there is mutual respect between staff and children. Adults listen carefully to children's ideas and offer very good support where necessary.

### **Physical development**

72. Children achieve well in this area of learning. Teaching is of good quality. In lessons in the hall the teacher had high expectations and as a result pupils listened carefully to instructions and performed well. When walking or running they were suitably aware of space and of others and successfully avoided collisions. Increasingly they improved their ability to balance a beanbag on different parts of the body. They are well behaved, enthusiastic and keen to improve on their performance. At a different level, children have sound control of small equipment such as scissors, paintbrushes and pencils, which they hold correctly.
73. The teacher also plans well for children to experience all aspects of physical development. Both warm and cool down periods are planned into hall activities. She ensures the safety of children by good management and high expectations that pupils will respond to commands, particularly in the hall and outdoors. Elsewhere, activities often include work with coloured plasticine or dough, which they roll, squeeze, push and knead into shape when making figures or models; this promotes their handling of smaller pieces of equipment. Their play with small construction equipment and large jigsaws shows good levels of control.

### **Creative development**

74. As a result of good opportunities to make models, sing, paint, and make music, children make good progress. Children enjoy being creative and are proud of their efforts. This was evident in the way they talked excitedly about the gift boxes they had made from a variety of cartons. They discussed types of wrapping and fastening with the nursery nurse and were careful to cut and stick the folds they made as well as comment on why they had chosen a particular ribbon and colour. Children enjoy singing simple songs, and readily tap to a given beat or rhythm. They know the words or several songs well and enjoy the actions that go with them. For example, when the ocarina group performed a well-known song in assembly, Reception children were unable to resist joining in. As a result they were invited to perform for the rest of the school and sang faultlessly.
75. Teaching is good. The teacher plans a wide range of well linked activities through which children can explore colour, texture, shape and music. The artwork on display shows a sound and enjoyable response to the using paint and a variety of materials to show the fish of *The Deep*. The way work is displayed indicates the value staff place on the work children have done and expectations are high.

### **ENGLISH**

76. Standards in English in Year 2 are similar to those found in most schools and above average in Year 6. There was no noticeable difference in the performance of boys and girls during the inspection. These findings represent a significant improvement since the previous inspection when standards were judged to be below national expectations in Year 2 and in line with them in Year 6. Overall, pupils including those with special educational needs and those who speak English as a second language are now making good progress.

77. Pupils start Year 1 with average standards in English. However, a significant minority has speaking skills that are below those found in most schools.
78. Inspection evidence shows that reading standards have improved since the previous inspection. Pupils are now making good progress in reading and achieve standards that are broadly average by the end of Year 2. The 'reader leader' scheme continues to be successful in promoting younger pupils' interest in books. The school has worked hard at improving writing standards and the more able pupils are now developing a clear, joined handwriting style.
79. A significant strength in the teaching in Years 3 to 6 and one of the reasons for the good standards in English is the setting of individual literacy targets to give the pupils something to aim for in order to improve their skills. This is especially successful with the older pupils who make very good use of their 'Tackling Target File' when working in class or at home. One of its many strengths is the literacy strategy sheet for spelling, reading, punctuation and vocabulary which is a very good checklist and reminder to pupils of what they can do in order to improve the quality of their reading and written work. However, while pupils' speaking skills are satisfactory in Year 6, the school has identified this aspect as an area for development.
80. As at the time of the previous inspection, standards of attainment in speaking and listening are in line with those expected nationally in Years 2 and 6 and pupils make satisfactory progress. By the end of Year 2, most pupils are able to explain themselves clearly when describing a book they have read or a piece of work they have just completed. For example, pupils in the Year 1/2 Class enjoyed describing how they had planned and made their wheeled vehicles. All pupils participate well in question and answer sessions. In Years 3 to 6, pupils become more fluent and develop more accuracy in their choice of vocabulary. By the end of Year 6, most are confident conversationalists. However, pupils' speaking skills are being developed better in some classes than in others. For example, in a religious education lesson in the Year 5/6 Class, the pupils were given good opportunities to discuss the meaning of faith and commitment when talking about Baptism. Good questioning and prompts from the teacher encouraged the more reluctant speakers to take part. Sometimes, however, teachers' questions only require one-word answers and on these occasions pupils' speaking skills are not sufficiently developed. Pupils make good progress in developing their listening skills because all teachers manage pupils well and have high expectations that pupils will listen attentively in lessons.
81. Standards in writing are improving and are now broadly average in Year 2 and above average in Year 6. By the end of Year 2, most pupils can write in a range of styles for a variety of purposes. At the time of the previous inspection it was found that pupils were not developing a clear, joined handwriting style and written work lacked detail and descriptive language. Since then teachers have worked hard together to assess the quality of pupils' writing, evaluating the strengths and weaknesses and setting challenging targets for improvement. They now encourage pupils to use a more interesting choice of words to make their writing more interesting and capture the imagination of the reader. For example, in Year 2, a pupil wrote this piece of verse, 'If I had a fin, the freezing cold water would brush by my face as I shot past all the other sharks'. Pupils of average ability write with a joined style and spell words phonetically correct. One child writing about conditions in factories during the reign of Queen Victoria wrote, 'Sum of the wekus (workers) got very bad deesis (diseases) and sum eevn (even) daydas (died)' This work was of an appropriate standard.

82. Teachers ensure that older pupils write in a range of genres such as narrative, biography and letter writing. This is being successful, and pupils are developing confidence in adapting to different writing styles. By the end of Year 6, most pupils are able to produce work of a good standard. This is typified by well-organised writing and imaginative vocabulary to capture the readers' imagination. One pupil in Year 6, continuing an extract from 'Goodnight Mr Tom' wrote, ' William gave Tom his bag and went at his slow pace towards the sofa and sat down rather awkwardly'. Pupils make effective use of their 'Write it Right' books which gives them a good indication of their achievements and what to do to reach the next level. There is a whole-school approach to the teaching of handwriting and pupils' standards of presentation are good. Information and communication technology is used satisfactorily, for example, to word-process pupils' writing.
83. In Year 2, standards in reading are average. Reading is taught well. The majority of pupils have acquired a sound knowledge of how to read unfamiliar words by sounding them out. Other strategies, such as using picture clues or making sense of words by looking at the rest of the sentence, are also used to good effect. Higher attainers read aloud with confidence and appropriate expression. They are able to identify the main events and characters in their favourite books and express preferences. For example, one pupil said, "The Snow Queen is the best I've read. The Guard Dog is the saddest. I started to cry." Most pupils know the difference between fact and fiction books and higher attainers can find information using the contents and index pages. There are regular reading sessions, and pupils read frequently to adults and other children in school. Good systems for reading at home enable parents to give additional support.
84. By Year 6, most pupils can read a range of texts with a good degree of fluency and expression. Books are well matched to pupils' attainment and interest level and pupils are enthusiastic readers. One higher attainer expressed a preference for the works of Jacqueline Wilson. She explained her reasons very convincingly by stating, "She puts a lot of emotion and feelings into her characters and it makes you feel like you've jumped into the book and are there." Pupils have developed good dictionary skills, and use contents and index confidently to locate information. However, the library is not set out well and during the week of the inspection pupils were not observed using it for personal study.
85. The school is making good use of well-trained and experienced classroom assistants to give extra help to groups of pupils who are having difficulties with literacy. For example, pupils in Years 3, 4 and 5 benefit from the Extra Literacy Support (ELS), Additional Literacy Support (ALS) and Further Literacy Support (FLS). They learn very well in these groups and develop confidence and interest in their reading and writing.
86. Teaching is good overall throughout the school. It is very good in the Year 5/6 Class. The National Literacy Strategy has been implemented well. It is one of the reasons why the weaknesses identified in the previous report with regard to teaching have been addressed. All teachers have a very good understanding of how to teach the basic skills necessary for pupils to read and write well. The very good teaching for pupils in the Year 5/6 class enabled the pupils to learn at a rigorous pace, making good progress in recognising the features of a well balanced written argument such as, 'Should mobile phones be banned in school?' Teaching is not as effective when questioning only demands one word answers because pupils' speaking skills are not being developed sufficiently. In all lessons, teachers give clear explanations, sharing the purpose of the lessons, so that pupils know what to do. Teachers manage pupils very well and, as a result, pupils listen carefully and work hard. Teachers mark pupils'

books on a regular basis and some make written comments giving pointers on how work could be improved, for example, the comment 'more written detail needed here'.

87. As at the time of the last inspection, a significant strength in teaching is the exemplary use made of homework to improve standards. Parents receive very good information about the purpose of the homework and how they can help their child. As a result, homework is making a valuable contribution to pupils' achievements in English.
88. The leadership and management of the subject are very good. There is a consistent approach to the monitoring of teaching and learning in classrooms to find out what works well and what needs improving in order to raise standards. Very good procedures for regular assessment and evaluation are in place. Test results are analysed to identify weaknesses and plan future work. This information is also used very well to track pupils' progress and to set targets. Resources are good but the library has yet to be organised as an effective area for research and personal reading.

## **MATHEMATICS**

89. Good improvements in teaching since the previous inspection have ensured pupils of all attainment levels achieve well. The previous inspection found that higher attainers were not always suitably challenged but this is not now the case. Inspection evidence shows that almost a third of the current Year 6 age group have good numeracy skills and are likely to achieve the higher level in the subject. There are two main reasons why teaching has improved. The National Numeracy Strategy has been introduced well and very good assessment procedures have been established with the information gathered used very effectively to set challenging work.
90. Pupils are kept very aware of what they need to do to improve and are involved fully in target setting. Once a week pupils are taught in classes based on prior attainment. This pattern of organisation is effective. Full use, where appropriate, of Springboard (a numeracy initiative to boost standards) mathematics ensures that pupils of all attainment levels are provided with the help they need to make progress in the subject. Higher attainers work with the 'Able Innovator' (a visiting teacher funded by the EAZ initiative) and are given every opportunity to use their numeracy skills in undertaking challenging tasks, for example, working out the diameters and circumferences of areas of the playground. Other initiatives such as the 'Bright Sparks Club' allow pupils to develop their numeracy skills.
91. With less than 15 pupils in each age group, comparisons with national averages need to be treated with care. However, inspection evidence shows that standards have improved compared with the previous year when they were below average. Inspection evidence shows that standards in the subject in Years 2 and 6 will be average this year. Pupils, including those with special educational needs, make good progress overall. The individual education plans for pupils with special educational needs contain numeracy targets. The small number of pupils who speak English as an additional language also make good progress. There is no significant difference between the results of boys and girls.
92. Pupils use their numeracy skills soundly in other subjects. For example, time lines in history and collecting data in science provide them with opportunities to use their numeracy skills. They use their ICT skills appropriately. In Year 6 very good use is made of a program linked to the properties of angles to develop pupils' skills in identifying different types of angles.

93. Pupils in Years 1 and 2 make good progress and this shows an improvement from the previous inspection when progress was only satisfactory. In Year 1 an above average number of pupils are working successfully at tasks that are at a higher level than expected for their age. They count quickly, can make doubles, understand 'more and more' and many can add 2 digits up to 10. One child described how she had sorted shapes in a particular way with a cube, pyramid and cuboid placed in one group. When asked to explain her sorting she said, *'Those shapes had special corners, right angle corners.'* In Year 2 pupils know many different ways of making 10 by adding or subtracting. Higher attainers have a good knowledge of the names and properties of two- and three-dimensional shapes and are developing good problem-solving skills. For example, when asked what doubling means one child said, 'adding on the same number again.' A scrutiny of previous work indicates that a large majority of pupils can work out the answers to simple money problems. Higher attaining pupils understand analogue and digital time.
94. Throughout Years 3 to 6, pupils make good progress overall. Pupils in Year 6 have a sound grasp of multiplication and recognise the value of the digits in numbers such as 23, 490. They use different strategies to carry out mental work quickly. They enjoy this aspect of work and the first part of lessons gives them good opportunities to develop speed and accuracy in their ability to work things out in their heads. For example, when asked to work out the saving on a television set costing £120 if it was reduced by 20% in a sale, higher attainers had no difficulty finding the correct answer. Discussions held with pupils indicate that most have a secure understanding of the relationship between decimals, fractions and percentages. In Year 5 pupils are able accurately to find the area and perimeter of a regular shape, using the appropriate formula. Average and above average pupils know that the part of a sum that is in brackets is always worked out first. Most Year 4 pupils can use a tally chart, can plot co-ordinates on a grid and can see the link between  $\frac{5}{10}$  and  $\frac{1}{2}$ .
95. The quality of teaching throughout the school is good. Lessons are interesting and stimulating. For example, during the week of the inspection one teacher used the interactive whiteboard well to show pupils safe web sites they could log on to in registration time to undertake problem solving activities. Teachers have a good understanding of mathematics and high expectations of pupils' learning. They plan very well within the framework of the National Numeracy Strategy and lessons are well prepared and organised. There are usually good opportunities for pupils to answer questions and to suggest alternative ways of working things out which they enjoy. When teaching is less rigorous, only the pupils who put up their hands are asked to comment.
96. The co-ordinator, who is the headteacher, has very good understanding of strengths and weaknesses in the subject. She monitors and evaluates the quality of teaching and learning very well. Assessments of pupils' learning are now of a very good quality and provide consistent records of the progress made by individual pupils. Information is used very well to track the progress of groups and individual pupils and to plan future work. There are good resources for the subject. Equipment is of good quality and is well organised.

## SCIENCE

97. There has been good improvement since the last inspection. Standards have considerably improved across the school and all pupils make good progress including

those with special educational needs and those pupils who have English as an additional language. At the age of seven, pupils attain standards expected of their age and, by the age of eleven, pupils attain above average standards.

98. The results of the most recent standardised tests for eleven-year-olds show a considerable improvement when compared with those in the last inspection. Because of the good teaching pupils receive, standards are above average by the end of Year 6. Improved assessment procedures and the information gathered to set targets for further improvement are set to support the increase in the number of pupils targeted to reach the higher Level 5 by the end of the school year. There are strengths in the improved opportunities for practical work and the early start pupils make in recording their investigations. As a result all pupils including those with special educational needs and those for whom English is an additional language achieve well.
99. The very good attitudes and behaviour of pupils contribute positively to the good standards pupils achieve. Pupils in Year 2 learn quickly how to chart, and classify the differences and changes they observe. They make tally charts of mini-beasts, classify materials according to whether they are natural or man-made and know that there are reversible and irreversible changes in materials when heat is applied to them. The illustrations and written work on display in Year 2 showed pupils' keen interest in presenting this well.
100. In Year 6 pupils feel they have learnt a lot about science particularly in their last year. Discussions held with them show that they have good scientific knowledge. They enjoy the experiments they do and use specific vocabulary such as thermal insulation, condensation and distillation well when describing their work. They recognise that recording is no longer a problem for them as they have been well prepared by their teacher. Other subjects such as literacy, mathematics and geography link well with science. Pupils learn how to use and record factual information. They collect data and log it competently either on charts or on computer and make connections with their topic on weather.
101. The quality of teaching and learning is good overall. Teachers thoroughly plan lessons that interest pupils and arouse their curiosity. For example, in Years 1 and 2, after attentively observing the teacher's demonstration, pupils were very keen to test how waterproof their selected materials were, carefully pouring their water to achieve their results. They excitedly checked other results around the class, remarking on any changes they had seen. Teachers use helpers and support staff well and their good contribution helped pupils in Years 2/3 classes to carry out their investigation with confidence. Pupils carefully checked the time taken for water to pass through different materials and then checked these times against their recording in their 'Best Guess Book'. This book is a very good means of keeping a record of the development of pupils' skills in predicting outcomes of experiments.
102. From examining pupils' work it is clear that pupils are taught to record the planning process well, using formats such as "What I want to find out, – Things I will need, – What I think will happen," Their work is neatly set out and informative. This form of recording helped lower attainers well as they could record their knowledge despite some difficulties with writing.
103. Teachers develop pupils' scientific thinking skilfully and include the researching of information to extend pupils' knowledge and understanding. For example, in class for pupils in Years 4 and 5 very good preparation and use of vocabulary on air resistance led to pupils giving clear and detailed answer to questions. When the time came,

groups formed quickly and pupils were eager to test their ideas with various parachutes and use of stopwatches. Their enthusiasm, careful investigation and collaboration showed great promise for further scientific enquiry. However, in some lessons opportunities are missed for pupils to use and extend their speaking skills.

104. With good teacher direction in the Year 5/6 class, pupils quickly researched their information for to identify statements on the effects of tobacco as either true or false. The teacher's good presentation and pupil discussion led to good gains in knowledge. All pupils were highly interested and motivated in the research they were doing. The teacher's high expectations showed clearly in well recorded experiments around the classroom. The very good management of pupils quickly sets pupils' learning in place and many pupils are well on their way to explore independently the work provided for them.
105. The subject is well led and managed. There is good planning and monitoring of the subject. The co-ordinator enhances the subject through good quality resources and well-chosen visits. Assessment procedures are of a very good quality and the information used well.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

106. No lessons were observed in art and design and only one in design and technology. However, evidence gained from an analysis of pupils' work and a scrutiny of teachers' planning enable judgements to be made. In addition, an interview was held with the headteacher who is currently overseeing the co-ordination of design and technology. All pupils, including those with special educational needs and who speak English as an additional language make satisfactory progress in the development of their art and design and design and technology skills. Standards of achievement in both subjects by the end in Years 2 and 6 are similar to those found in most schools. These findings are broadly similar to the judgements made at the time of the previous inspection with regards to art and design. However, standards in design and technology have improved in Years 3 to 6 and are now broadly average. In Years 1 and 2 they remain similar to those found in most schools.
107. Last term, a whole school visit to 'The Deep', the world's only submrium, was organised and paid for by the charity 'Art Link'. This has resulted in a lot of artwork being produced around the theme of fish and fishing. The work on display around the school shows that by the end of Years 2 and 6, pupils have had the opportunity to use a satisfactory range of media such as pencil, crayon and paint and have gained a sound understanding of shape, pattern and texture. An artist in residence has produced some good work with the pupils on creating an imaginary trawler out of clay, that would fit into a matchbox. Another local artist and photographic archive keeper presented talks and slide shows to the pupils to generate trawler-related inspiration. Preliminary design work involved the pupils working with a variety of materials and equipment including plasticine, greaseproof paper, plastic modelling tools, coloured pencils and wax crayons. The finished products were of a good quality and displayed prominently in the hall for all to see and admire. The work enabled the pupils to appreciate 'The Deep' and the valuable contribution it makes to the community and its connection with Hull's heritage.
108. Homework is used well as a means of getting pupils to research for information about different artists and their work. For example, one pupil has looked at the work of Gustav Klint and in particular his painting 'Still Water'. Not only did the pupil find out some interesting facts about his life and the media he preferred to work with but also commented, " I choose this picture because I like the reflection on the water. You

don't know if you are looking at it up-side down." However, there is no evidence of pupils trying out for themselves some of the techniques favoured by famous artists from a variety of cultures.

109. In design and technology by the end of Year 2, pupils have experienced planning and making a suitable range of products. Evidence from work previously finished shows that the design process has been satisfactorily carried out and the products evaluated soundly. For example, pupils in the Year 1/2 Class have successfully worked together in small groups to make a variety of wheeled vehicles such as a tank or a Barbie car. During the inspection, they were in the process of evaluating them. In the lesson, the teacher made good use of a video camera linked to a laptop so that the pupils could record and playback their responses to questions such as "What did you make it from?" and "How could you improve it?" As a result of this, the pupils made good progress in developing their speaking skills as well as their evaluation skills.
110. By the end of Year 6, pupils' design and technology skills have been further developed. For example, pupils in the Year 5/6 Class have made good progress working alongside the adviser for design and technology, designing and making an electrically operated fairground ride. Whilst working on this project, they had the opportunity to use a good range of ideas, tools, equipment, materials and components, including electric motors. The finished products were of a good quality and very brightly decorated. However, there is little evidence of pupils making use of control technology for working models.
111. The curriculum for both subjects takes good account of the most recent national guidance. Both co-ordinators provide good support on a day-to-day basis for teachers and ensure that activities they have planned are resourced well. Appropriate assessment procedures have been put in place. Teachers are beginning to use the information in order to plan future work that builds on what pupils can already do.

## **GEOGRAPHY**

112. There has been improvement since the last inspection. Standards are in line with those found in most schools in both Years 2 and 6. Planning and assessment procedures are now well established. Whilst lesson observation was limited, planning and pupils' work show that suitable provision is made for geography. However, no judgement on the quality of teaching can be made.
113. Pupils in Years 1 to 6, including those with special educational needs as well as those who have English as an additional language, make satisfactory progress. Younger pupils label accurately important places such as Scarborough and Hull, which are familiar to them. They make charts to show the difference between their city and that of a seaside town. Their work is presented well overall and they write with enthusiasm. Pupils consider environmental issues such as what materials can be recycled and which cannot, sorting these into clear categories. They learn how to use the floor mobile and plot the direction of the roamer to increase their knowledge of geographical direction.
114. Older pupils use a local website well to seek information on the River Humber. They use their literacy skills well in using bullet points to note the journey of the river and illustrate the water cycle accurately. This is good progression from work done earlier where pupils gain knowledge of new vocabulary as they label different parts of the river and comment on water treatment and tidal barriers. Pupils have a variety of opportunities to enhance their mapping skills. They find news items from different

parts of the world and label them on a world map. Good links are made in history where the River Nile is used to illustrate their work on Ancient Egypt.

- 115. Teachers use resources well to enliven their lessons, which clearly capture the interest of pupils. The teachers plan work appropriately; learning objectives are shared with pupils so that they understand what is expected of them.
- 116. The subject is managed well and good arrangements are made for visits and residential trips where pupils can participate in fieldwork. Resources are satisfactory.

## **HISTORY**

- 117. There has been good improvement since the last inspection. A detailed scheme of work is now in place and improved assessment procedures have raised attainment to expected levels for older pupils. Pupils in both Years 2 and 6 achieve well and attain standards similar to those found in most schools. Pupils with special educational needs and those who have English as an additional language make good progress overall.
- 118. Work on the Victorians in Year 2 shows pupils are able to write clear factual statements which demonstrate the contrast between life then and now. They chart the differences in the use of leisure time and the changing styles of bathrooms. When exploring industrial life in the past they appreciate how difficult life was in factories and understand some of the reasons for industrial strikes. Older pupils increasingly understand more about chronology and use time lines to mark up significant happenings. A good illustrative time line by Year 6 pupils showed the location of key accomplishments during World War 2 as did a well-labelled map of Europe showing key events during the same period.
- 119. Pupils' enthusiasm for the subject shows through in the good presentation of their work. In Year 6, several pupils' work rose above expected levels. Pupils have good opportunities to explore other periods such as life in Ancient Egypt. Here their work showed good links with geography and the variety of presentations encouraged pupils to do well. The presentation and style of work of older pupils is of a good standard.
- 120. Teaching and learning are good overall. Teachers often begin their lessons with good introductions and describe the purpose of the lesson clearly. As a result, pupils are often good listeners and are well focused for the lesson. However, more use could be made of group discussions to improve their speaking skills. Teachers use good quality resources and artefacts, which are linked well to the content of their lessons and consequently pupils' historical knowledge becomes more secure. Pupils clearly enjoy exploring the past, either from teacher presentations or the Internet and this arises from good teacher preparation. They find interesting ways to chart, record and illustrate the tasks pupils will do.
- 121. Historical sites and museums within the reach of the school enrich the subject and teachers make good use of them. Artefacts shown to and handled by pupils for their lesson on evacuees in Year 6 brought things to life and subsequently pupils were able to not only to consider the disadvantages but also the advantages for children of the time.
- 122. The co-ordinator has made a significant contribution to the improvement of the subject by effective monitoring and support in the planning and delivery of the subject. Equally pupils are encouraged to evaluate their own work and periodically parents

also comment of their children's achievements. Lessons taught by the co-ordinator are good examples of how history can be linked purposefully to other subjects and provide positive reinforcement of new learning.

## INFORMATION AND COMMUNICATION TECHNOLOGY

123. Provision for information and communication technology has greatly improved since the last inspection alongside a corresponding improvement in standards for pupils in Year 6. The quality of resources is much better. New computers and software are available in all classes. High quality training has been provided to raise teachers' expertise and confidence. The co-ordinator has developed a scheme work which has been supported significantly by the innovator provided by Education Action Zone funding. The strategic plan for improvement is well under way and has contributed to the raising of standards overall. Assessment procedures are a further improvement. Each class has at least two stages of awards which pupils can achieve, culminating in a gold award by the end of Year 6. Whilst this is in its early stages, there has been effective action to bring pupils' attainment broadly in line with expected levels.
124. Standards of attainment at the ages of seven and eleven are satisfactory. All pupils achieve well; including those with special educational needs and those for whom English is an additional language. Pupils entering Year 1 come well prepared in mouse control and are confident using computers. Year 1 pupils use a word processor well to write simple sentences. Older pupils use the keyboard to delete mistakes and operate successfully art programs to draw pictures. They program correctly a floor robot, *the lady bug*, to move left, right, backward and forwards. Pupils can direct it to positions on a large scale map.
125. By Year 6, pupils can use fonts, colour and size expertly to edit and improve text. They can add clip art and photographs to enhance their presentation and manipulate text well. Recently, with support, pupils have made very good multimedia presentations for their topic on fairgrounds. Most pupils are confident in the use of tools, which add an artistic quality to their work. In other subjects such as mathematics and science they use more complex programs to illustrate the data they collect. Pupils use spreadsheets well to illustrate the results of surveys to show favourite food and sports. These are displayed attractively in bar charts, cylinder graphs and pie charts. Although pupils do not have individual e-mail addresses they can use an email facility and access the Internet to research topics in history, geography and English. Good quality websites are used to support or boost pupils' learning in English, mathematics and science.
126. While opportunities to see teaching were few, it is clear from discussion with pupils and their work that the subject is well delivered and that pupils make good progress. Planning for lessons is good as was seen in Year 2 where pathways such as, 'What if?' was a good foundation for later work on directions. A significant element is the contribution support staff make to the teaching of the subject. High quality training has been given to support staff and time is organised particularly well for all groups of pupils to benefit from this. Younger pupils have good quality practical experiences in control technology and older pupils have well-structured input which also forms part of assessment procedures for individual pupils. These are well recorded by the support assistant. For example, Year 6 pupils had excellent resource provision and good support in exploring the use of a protractor and to learn about acute and obtuse angles. These improved their manipulative skills on the laptop as well as their knowledge in mathematics.

127. The co-ordinator makes a substantial contribution to the improvement of the subject. There are action plans to improve the networking across the school and the number of laptops and computers available. These will significantly add to the good quality resources already in place such as data logging equipment and the linked microscope which supports work in science.

## **MUSIC**

128. Only one lesson was seen during the week of the inspection because of the way the subject is timetabled. As a result, no overall judgements could be made about standards or the quality of teaching. Since the previous inspection, resources have improved. Also a checklist has been produced for each age group to record musical skills. Teachers' planning fully reflects National Curriculum requirements. Very good opportunities are provided for pupils to learn to play the recorder and the ocarina. A small number of pupils learn to play the violin. Singing in assemblies is satisfactory.
129. In the one lesson seen, the teaching was of a very good quality. Pupils were given sufficient time to refine their group performances of graphically scored compositions related to life under the sea. Each performing group made good use of untuned instruments with good opportunities provided for the rest of the class to evaluate what they had heard.
130. The subject is very well led by a part-time teacher who has a very good subject knowledge and gives of her time freely to provide instrumental tuition. Resources are of a good quality.

## **PHYSICAL EDUCATION**

131. Good provision is made by the school for pupils to develop their skills in physical education. During the inspection, lessons were seen in dance in the Year 5/6 Class and games in the Year 4/5 Class. No lessons were observed in Years 1 and 2 and so no judgements about standards or teaching can be made. Pupils in Year 3 are taught how to swim and records show that standards are similar to those found in most schools. This is an improvement from the time of the previous inspection when it was reported that only one third were achieving the 25 metres distance expected for pupils. Three quarters of pupils in Year 4 can already swim the required distance and many are achieving standards above this. Older pupils are provided with the opportunity to participate in a residential course which includes a range of adventurous outdoor pursuits for them to experience.
132. In the lessons observed, all pupils including those with special needs and those who speak English as an additional language made good progress overall. These judgements are an improvement on those made at the time of the last inspection.
133. Standards in dance in Year 6 are above those found in most schools. Pupils moved very confidently to the music 'Rocky' and showed very good control and co-ordination. They displayed a well above average ability to work together in small groups in order to develop dance sequences of real quality. The pupils' performances also showed that standards in gymnastics are better than those found in most schools. Their dance routines included examples of handstands, forward rolls and cartwheels that were carried out in a very polished manner. At the time of the last inspection it was reported that in games, teaching did not always build on pupils' prior knowledge or address skill development. This is not now the case. Pupils in the Year 4/5 class

achieved average standards and developed their games skills well as they practised passing a ball to their partner using the inside of their foot.

134. No judgement can be made about the quality of teaching overall. In the lessons observed in Years 3 to 6, detailed planning led to lessons with a well considered balance and sequence of activities that were aimed at clear targets for improvement in pupils' skills and awareness. One of the lessons was of an excellent quality. Teachers made good use of praise to encourage pupils to try harder and provided good opportunities for pupils to work co-operatively. This worked very well. Pupils enjoy demonstrating their skills to the rest of the class and are consistently encouraged to evaluate their own and others' performance in order to suggest ways of improving it. This is a strength of the teaching. Pupils always show a concern for the safety of themselves and others.
135. The subject is well managed. The co-ordinator has provided up-to-date guidance so that teachers are clear about what should be taught. There is consistent practise with regard to the recording of pupils' achievements. Resources and equipment have improved since the last inspection and are now adequate. The hall is small but is well used for indoor activities such as dance and gymnastics. The adjacent small sports field is a suitable location for games' activities.

## **RELIGIOUS EDUCATION**

136. As at the time of the previous inspection, attainment in religious education is in line with the expectations of the locally agreed syllabus. Pupils of all attainment levels make satisfactory progress. A very good feature of the teaching of the subject is the opportunity pupils have been given to listen to the views of visiting speakers including a Christian minister and a practising Buddhist. The quality of teaching has improved and is of a very good quality. Teachers prepare work well and make good use of visual aids to stimulate pupils' interest. For example, older pupils were enthralled by how small a child's Christening bracelet appeared to be. Younger pupils were captivated by the use of palm branches when acting out the events of Palm Sunday, according to Christian tradition.
137. Pupils in Years 1 and 2 have deepened their understanding of Christianity. They have a sound knowledge of some of the stories Jesus told, for example the story of Zaccheus. Pupils know that in the Christian faith Easter is a time of celebration because Jesus came alive again. They learn some important human values, such as thinking of others, and are encouraged to put them into practice in their own lives in school or at home. Parents become involved in the subject by being requested to help their children understand why cards are sent: to express happiness or sadness in the family. Pupils are able to recount accurately what happens at Divali.
138. Pupils in Years 3 to 6 have studied Buddhist beliefs and have a sound knowledge for their age. They have benefited greatly from experiencing interviewing a practising Buddhist. Pupils in Years 5 and 6 know the main attributes of Islam. Older pupils have visited a local Christian Church and talked to a Minister about what Christian leadership entails. They have a satisfactory knowledge that people have different beliefs and values and that these can have an effect upon how people lead their lives. A survey of previous work shows some examples of writing being used well. For example, one child wrote 'Moses would make a good leader because he was good at persuading people.' However, writing tends to be descriptive and there are few examples of higher attainers using the full range of writing skills. Some pupils have made good use of ICT when researching the lives of Gandhi and Schweitzer.

139. During the inspection teaching was of a very good quality. In one lesson pupils made very good use of role-play to act out the Palm Sunday procession. In another class, pupils experienced a Passover meal with the teacher providing a very good explanation of the symbolism involved. As a result, pupils made very good progress in developing their knowledge and understanding of the importance of symbolism. Older pupils, as part of a study unit about *Ceremony*, were given very good opportunities to use their literacy skills to make notes regarding their own classmates' accounts of Christian baptism. Key strengths of all the teaching seen were very good planning, very good classroom management and very good relationships with the pupils.
140. The subject is co-ordinated well by the headteacher. A scheme of work is in place, resources have been improved and a policy produced. The subject plays an important part in helping successfully to provide pupils with a broad curriculum.