

INSPECTION REPORT

OLDFLEET PRIMARY SCHOOL

Kingston upon Hull

LEA area: Kingston upon Hull

Unique reference number: 117807

Headteacher: Mr. K. C. Gordon

Reporting inspector: Rajinder Harrison
OFSTED Inspector Number: 18059

Dates of inspection: 27th - 30th January 2003

Inspection number: 247813

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Bradford Avenue
Greatfield Estate
Kingston upon Hull

Postcode: HU9 4NH

Telephone number: 01482 782200

Fax number: 01482 782200

Appropriate authority: The governing body

Name of chair of governors: Mrs. M. Hetherington

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18059	Rajinder Harrison	Registered inspector	History; Religious education; Educational inclusion; English as an additional language.	What sort of school is it? The school's results and pupils' achievement. How well are pupils taught What should the school do to improve further?
9306	Barbara Moore	Lay inspector		Pupils' attitudes, values, and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20707	David Brettell	Team inspector	Foundation Stage; Music; Physical education.	
27602	Richard Perkins	Team inspector	English; Art and design.	How well is the school led and managed?
11848	John Taylor	Team inspector	Mathematics; Geography.	How good are the curricular and other opportunities?
30033	Malcolm Wright	Team inspector	Special educational needs; Science; Information and communication technology; Design and technology.	

The inspection contractor was:

Lincolnshire Education Associates
The Innovation Centre
Europarc
Grimsby
North East Lincolnshire
DN37 9TT

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oldfleet Primary School is in a socially disadvantaged area of the City of Kingston-upon-Hull. The school is larger than average with 332 pupils aged from three to eleven. Currently thirty-one percent of pupils are eligible for free school meals, which is well above average. There are no pupils who speak English as an additional language and no pupils from ethnic minority backgrounds. Of the fifty-seven pupils who require special educational support, three have statements for special educational needs. Although the majority of these pupils have specific learning needs, a significant number also have behavioural difficulties. With twenty-one pupils entering the school at other than nursery or reception age and thirty-three leaving other than transfer to the secondary school, pupil mobility is another factor that impacts negatively on the overall standards achieved. Attainment of children on entry to the nursery class is well below average in all the areas of learning, especially in communication, language and literacy.

HOW GOOD THE SCHOOL IS

The school cares well for all its pupils and provides sound quality of education. It is well respected within the local community. The very good teaching in the nursery, reception and infant classes results in these pupils making very good progress. By the end of Year 6 overall progress is satisfactory, although attainment is below average in English, mathematics and science. Teaching in the junior classes does not always meet the needs of a significant number of pupils. The leadership and management are sound; however there are areas for further development in the delegation of responsibilities and a more effective approach to team work throughout the school. The school provides satisfactory value for money.

What the school does well

- Teaching in the nursery, reception and infant classes is very good.
- Provision for pupils with special educational needs is good and they make good progress.
- The school has good links with parents and the children are cared for well in the school.
- Pupils have positive attitudes to school and form good relationships with each other and with adults.
- Provision for pupils' social and moral development is good.
- Staff act as good role models to pupils and the school environment is warm and welcoming.
- The school provides good out of school activities, which pupils enjoy and benefit from.

What could be improved

- Standards in English, mathematics, science, history, religious education and art and design at the end of Year 6.
- The use of information gathered from assessment to inform teaching, especially in Years 5 and 6.
- Delegation to and contribution of staff with management responsibilities to create a more effective team.
- Opportunities for pupils in the junior classes to work independently and become more responsible for their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 when it was judged to be an improving school. It continues to be that, with sound improvements having been made regarding a number of the issues raised in that inspection. Provision, for pupils in the Foundation Stage and infants, is now very good and the very good teaching ensures pupils achieve well by the end of Year 2. The overall quality of teaching has improved with very few lessons being unsatisfactory, however teachers' expectations are not always high enough of pupils in Years 5 and 6. Provision for pupils with special educational needs is now good and they make good progress. Standards in music are broadly in line with national expectations at the end of Year 2, but remain below expectations at the end of Year 6. Provision for information and communication technology (ICT) is now good and standards are in line with those normally expected for pupils at the end of Year 5. Standards are not quite in line in Year 6 because the ICT facility is still relatively new and pupils have had insufficient time to acquire the relevant skills. Provision for history is sound but standards are below expectations because work still focuses on teaching information rather than developing appropriate thinking and enquiry skills. Provision for homework is satisfactory. Improvement in attendance has been good. Attendance is now in line with the national average and much higher than that in similar schools.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E	C
mathematics	E	E	E	D
science	E*	E	E	D

Key

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

(Similar schools – those with a similar number of pupils requiring free school meals).

Standards are well below average expectations when children start in the nursery. They make very good progress in the Foundation Stage. However, by the time they enter Year 1, their attainment is still generally well below average. This shows a decline on the picture found in the previous inspection. Children's speaking and literacy skills, and their knowledge and understanding are weaker than other areas of learning.

Standards at the end of Year 2 were judged to be close to the national average in the previous inspection. In the 2002 National Curriculum tests, standards are broadly average in reading and mathematics and above average in writing. Against similar schools standards are well above average. From teachers' assessments, standards are broadly in line for science. Inspection findings confirm this picture.

From the 2002 National Curriculum tests, standards in English, mathematics and science, at the end of Year 6, were well below the national average, and below average for similar schools. The incidence of pupils gaining the higher Level 5 in these subjects was poor overall. When these results are compared to pupils' average attainment when they were in Year 2, their standards have declined; suggesting these pupils made insufficient progress through the junior years. This decline is largely attributed to the high staff turnover this particular cohort experienced in their time in the junior classes. Pupils currently in Year 6 are operating at well below average standards in English, mathematics, and a decline since the last inspection. Pupils' literacy and numeracy skills are also well below average. Standards in science are below average, because pupils do not always apply their prior knowledge and understanding in new situations effectively to work things out and draw reasonable conclusions. Investigation and enquiry skills are still very limited. However, standards have improved from those in 2000 when the school's performance in science was in the lowest 5 per cent nationally. Improvement trends over time match the national trend. Overall the school has improved slightly since the last inspection and this has been recognised by the gaining of two achievement awards.

Pupil mobility in and out of the school has a detrimental impact on the standards some pupils achieve because all their learning does not happen at this school. The targets set reflect each year group's prior attainment and teachers' expectations are generally realistic. However, these targets were not achieved in 2002. The school has only recently begun to track individual pupils during their time at the school. The data does not yet provide a very clear picture of the overall rate of progress of each pupil in order to pursue individual targets accurately. Although attention is being paid to monitoring progress, there is a lack of rigour in making sure pupils are aware of their targets and always perform to achieve these. The low standards for writing, and the way it impacts on standards in other subjects, is an issue, especially in the upper junior classes, where expectations of pupils' written work are not always high enough.

Standards in ICT, history, religious education and art and design are broadly as expected for pupils aged seven. However, standards in ICT are below expectations for pupils in the current Year 6, because the ICT suite is relatively new. In history and religious education, pupils' weak literacy and thinking skills are restricting factors that impact on pupils' attainment. Standards in art and design are below average because insufficient attention has been given to develop teaching in this area. In all other subjects standards are in line with those normally expected at the end of Years 2 and 6. There has been satisfactory improvement in a number of subjects since the last inspection but clearly there are still weaknesses in planning appropriately for pupils in Years 5 and 6.

Progress is very good in the infant classes, and it is satisfactory by the end of Year 6. A significant minority of pupils achieves below their capability because work is not always well presented or sufficiently challenging. Achievement is unsatisfactory in some subjects because pupils' literacy skills are weak and they also demonstrate limited skills in thinking and reasoning. Pupils who have special educational needs make good progress overall, because they receive regular additional help and have clear targets to work

towards. For a few higher attaining pupils, expectations are not high enough to raise their standards further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like coming to school, enjoy most lessons and like being with their friends; a few are reluctant independent workers.
Behaviour, in and out of classrooms	Pupils' behaviour is generally good. There are a very few pupils who cause disturbance but most are keen to please and gain approval.
Personal development and relationships	Pupils work and play together well and relationships throughout the school are good. Personal development is good and pupils enjoy being given responsibilities. At the upper end of the school, pupils have too few opportunities to work independently and use their initiative.
Attendance	Satisfactory. A significant number do not always arrive on time.

TEACHING AND LEARNING

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

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

From pupils' books, teachers' planning and lessons observed during inspection, the overall quality of teaching is satisfactory. Well over half of the lessons observed during the inspection were good or better. The majority of the rest were satisfactory. This is an overall improvement on the previous inspection. The few unsatisfactory lessons were in the junior classes and here the errors lay in teachers' planning and their expectations not being high enough. Teaching for pupils with special educational needs is usually good because additional support is often at hand to help these pupils work on task. Teaching in the nursery, reception and infant classes is generally very good because teachers' expectations are very high. Pupils make very good progress because the work captures their interest and enthusiasm. They always try hard and want to succeed. They are eager to answer questions, settle to their tasks quickly and work on new things confidently.

Teaching is generally satisfactory in the junior classes. Although some good and very good teaching was observed throughout the school, fewer higher quality lessons occurred in Years 5 and 6. Here a significant minority of pupils does not always work as hard as they might and teachers' expectations are not always high enough. A significant majority of these pupils rely too much on being told what to do and how to do it. Planned opportunities for pupils to discuss, debate and reason out solutions are limited. Because a few pupils sometimes display difficult and disruptive behaviour, teaching time is lost in managing this. The resulting lack of pace leads to a significant minority of pupils failing to achieve the standards of which they are capable. Learning is also sometimes restricted because work is not matched well to pupils' ability. For some, work is too easy and others fail to make links to prior learning, and so only absorb isolated facts and information. In individual lessons, where teaching was challenging and lively, pupils' responded well, enjoyed learning and made good progress. Teaching in art and design is unsatisfactory in the junior classes because insufficient time has been given to develop the subject appropriately.

The key areas of literacy and numeracy are weak because teaching is not well matched to individual needs. As a consequence, many pupils in the upper juniors do not make adequate progress in writing, general communication skills, and number work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for children in the nursery and reception classes. Broadly satisfactory throughout the school. The teaching of literacy skills is unsatisfactory in the junior classes. Extra-curricular activities are provided for well. Community links are satisfactory.
Provision for pupils with special educational needs	Provision for pupils with special education needs is good and these pupils are identified early so they make maximum gains.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision for pupils' spiritual, moral and social development is satisfactory. Provision for pupils' moral and social development is good. Pupils' personal development is limited at the upper end of the school because pupils have too few opportunities to exercise initiative in lessons or to manage their own learning more often.
How well the school cares for its pupils	The school takes very good care of its pupils. Assessment procedures are sound but not always used effectively. Procedures for monitoring behaviour are satisfactory. Attendance is monitored well.

The school has good links with parents and tries hard to engage their interest in the work of the school. Information provided for parents about their children's progress is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are sound. The headteacher has a good understanding of what the school needs to do to raise standards. However, tasks are not always delegated efficiently and the school has yet to establish effective team work
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They carry out their statutory duties effectively and are keen to consider relevant strategies required to raise standards.
The school's evaluation of its performance	Effective systems have been established to gather information and data regarding pupils' progress and to monitor teaching and learning. Unsatisfactory use is made of this information, by some teachers to inform their planning, or to set targets that reflect pupils' prior attainment appropriately.
The strategic use of resources	Money from specific grants is spent well. Principles of best value are applied very effectively. Day-to-day administration and financial planning are good.

The school is staffed generously, and learning support assistants work with teachers effectively. Learning resources are satisfactory. The spacious accommodation is clean, tidy and welcoming.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and are expected to work hard. Teaching is good and children make good progress. The school is led and managed well The school helps children become mature and responsible and their children like school. Behaviour is good. The school works closely with parents and they would feel comfortable in approaching the school. 	<ul style="list-style-type: none"> The range of extra-curricular activities the school provides.

The team agrees with parents' positive views. The school does try to work closely with parents, but a few parents contribute little to the work of the school and their children's learning. The range of activities outside lessons is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall standards in English, mathematics, science are well below average for pupils in the current Year 6. The school did not meet its targets for English and mathematics in 2002, although these targets were achievable according to the school's tracking and assessment information. Standards in history, religious education and art and design are lower than those expected by the time pupils leave the school at the end of Year 6. Many children have very low levels of attainment when they enter nursery but go on to make very good progress up to the end of Year 2. Pupils' attainment at the age of seven is in line with national expectations. Of particular note is that the higher Level 3 have risen markedly in reading and mathematics in the National Curriculum tests in 2002. In these same tests, results show well below average standards at the end of Year 6, in English and mathematics and science, indicating a decline on what this cohort of pupils achieved when they were in Year 2. However, standards over the last four years have improved slightly with a few pupils now gaining the higher Level 5. There has been an overall improvement since the previous inspection. The school's efforts have been recognised through the gaining of two achievement awards since the last inspection. There is no significant difference in the attainment of boys and girls. Pupil mobility is an issue that has a negative impact on the standards achieved. Overall progress is satisfactory, but there is a noticeable slowing down as pupils move through the junior classes. The current Years 5 and 6 have been subject to high numbers of staff changes and this has not helped in ensuring pupils make the best progress. There are some weaknesses in teaching in these year groups and the behaviour of a small minority of pupils sometimes slows down the pace of learning.
2. Pupils with special educational needs in the infant section of the school make very good progress and in the junior classes they make satisfactory progress. In these particular year groups they work well with adult support but are less able to work independently. Many pupils receiving support in lessons are not challenged sufficiently to think for themselves and develop their ability to be independent learners. The class teacher and the co-ordinator regularly monitor the progress of pupils with special educational needs to ensure those who have individual education plans have work that matches their needs effectively.
3. When children enter the nursery, standards are generally well below expectations for children aged four. As a result of the very good teaching and very careful use of assessment information, children make very good progress during the Foundation Stage. Teachers prepare interesting and challenging activities, which promote effective learning. However, overall attainment is still below average in all areas of learning when pupils join Year 1, especially in the areas of language development, knowledge and understanding and physical development.
4. Very good progress is maintained through Years 1 and 2. Teaching is particularly effective in raising standards in mathematical development and pupils' literacy skills. Pupils enter Year 1 with very positive attitudes to learning and are very willing workers. All areas of the English curriculum are well below expectations at the start of Year 1, but especially so in writing and speaking skills. In literacy and numeracy work, teachers' expectations are high and work is matched well to the capability of all pupils. Teaching centres on ensuring the key skills of reading, writing and number are taught

clearly and time is given to practise new learning regularly. Additional support is made available to help all pupils make very good progress.

5. There has been significant improvement in standards in English from four years ago, when the school was achieving below average results, at the end of Year 2. The vast majority of pupils recognise letters and sounds, and the basic strategies to blend sounds, and to write these accurately. Results from national curriculum assessments in 2002 show that by the end of Year 2, standards in reading are broadly average, but are well above standards found in similar schools. The picture is slightly better regarding pupils' writing skills. Whilst pupils' listening skills are good, and most pupils try very hard to follow instructions and absorb information. Teachers provide good opportunities to ensure pupils' explore speaking in different situations in order to gain confidence in expressing their thoughts and ideas. A significant minority finds it hard to concentrate and retain information, but with good additional help they too make good progress.
6. Results from the national curriculum assessments, in English in 2002, show pupils, at the end of Year 6, achieved well below national expectations. Standards are also below those seen in similar schools. From inspection evidence, it is clear that a significant number of pupils in the current Year 6 are working at Level 3, and very few at the higher Level 5. Overall progress is generally satisfactory in the junior classes for the majority of pupils. Progress is not as good as in the infants because work is not always matched well to pupils' prior attainment and in some classes and some lessons expectations are not high enough. Another major limiting factor is the restricted levels of vocabulary pupils acquire from their experiences outside school. Standards in reading are broadly average, although a significant minority of pupils finds it hard to retrieve accurate information from text quickly. This was the case, for example, in a literacy lesson in Year 5 where pupils made careless errors because they did not read the information given accurately. Planned opportunities to develop pupils' thinking and reasoning skills are limited. This has a depressing impact on their speaking and independent writing skills. In these aspects standards are well below average. These limitations restrict the progress they make not only in English, but also in other subjects; for example, in history or science. The school has recently begun to implement tracking procedures, but individual pupils do not have specific targets that identify what they need to do to reach higher standards from as early as possible.
7. In mathematics, standards, at the end of Year 2 are average compared to schools nationally, and well above those of similar schools. Test results from 2002 confirm that overall standards have been maintained since the previous inspection. As a result of the overall high quality of teaching in Years 1 and 2, there has been good improvement in the numbers of pupils achieving at the higher Level 3. Pupils in the current Year 2 show they have a sound understanding of all aspects of numeracy and overall progress for the vast majority is very good. Attainment in number is particularly high and pupils' benefit from the very effective way in which teachers explore and extend pupils' enthusiasm for 'mental maths' strategies. Standards at the end of Year 6 are below average and this is similar to those of the previous inspection. National Curriculum tests in 2002 showed standards to be well below average. Very few pupils achieved at the higher Level 5 and above expected numbers achieved Level 3. Because of the high staffing changes in the school, this cohort's progress, from the time they were in Year 2, was unsatisfactory. Most pupils in the present Year 6 are operating at below average although there is a significant minority who is well below average. The school's well-developed assessment system to track pupils' progress has yet to be used accurately to plan teaching to challenge all pupils appropriately especially in the upper end of the juniors. In addition, for a significant number of pupils teachers' expectations are not high enough.

8. Overall standards in science, at the end of Year 2, are in line with national expectations. On the basis of teacher assessments, pupils' attainment in 2002 was in line with the national average and when compared with similar schools. This is an improved picture since the previous inspection. Particular emphasis has been placed on developing pupils' thinking and investigation skills in order to raise overall attainment and most pupils make very good progress. In the tests in 2002, the attainment of pupils at the end of Year 6 was well below the national average and below that found in similar schools. There has been little change since the previous inspection. Very low numbers of pupils achieve the higher Level 5. Overall progress is satisfactory for pupils of all abilities. The key weakness in science remains the effective development of pupils' investigation and enquiry skills. Pupils are not confident in reasoning and explaining how and why things happen, nor do they apply prior knowledge to new situations confidently. This higher level thinking ability is further restricted because pupils' literacy skills are limited. They learn information but are not able to transfer knowledge and understanding accurately or confidently to explain, predict or evaluate the information presented to them.
9. Standards in information and communication technology (ICT) have improved at the end of Year 2 and are in line with national expectations at the end of Year 2. Standards remain below expectations at the end of Year 6 because the ICT facility is fairly new and older pupils have had limited time to consolidate learning. Pupils in the current Year 5 classes are working to a satisfactory standard. Opportunities are missed to apply ICT in more lessons in order to improve standards more quickly. Few pupils have opportunities to use the ICT facilities independently. Pupils' overall progress is satisfactory.
10. Standards in geography, physical education, music and design technology are in line with expectations at the end of both Years 2 and 6. Attainment in history remains below expectations at the end of Year 6 but is satisfactory at the end of Year 2. This is the same picture as seen in religious education, where standards are below those of the locally agreed syllabus by the end of Year 6. Because pupils' literacy skills are not highly developed at the upper end of the school, pupils find it difficult to communicate verbally or on paper about what they know and understand and this impacts on the overall quality of work they produce in a number of subjects. Equally, pupils do not have sufficient opportunities to work independently, and thus speed up their overall progress, especially in the junior classes. Standards in art and design are in line with expectations at the end of Year 2 but below this by the end of Year 6 because the subject has not had sufficient time given to it to ensure skills are developed consistently and effectively throughout the school. Standards in art and design have declined since the previous inspection.

Pupils' attitudes, values and personal development

11. Since the last inspection good attitudes and behaviour have been established and this is particularly evident with the younger pupils. With the older juniors, there is now a need to move on and allow these pupils the opportunity to establish a standard of behaviour through mutual respect and trust. No incidence of exclusion was recorded last year and this is a significant improvement since the last inspection.
12. Throughout the school, and in the majority of lessons, behaviour is good and where teaching is of a high standard behaviour is very good. Because pupils here are keen to seek rewards for their good behaviour, they behave well. The high emphasis placed on seeking rewards detracts from the attention many give to learning. This inhibits pupils' ability to develop understanding and to take control of their own behaviour. A significant number do enjoy learning and once settled to tasks that stretch their interest

and enthusiasm, they behave well voluntarily. In assemblies most pupils, especially the younger children, respond well, although here again the celebration is sometimes lost on the older pupils. The over eagerness to be noticed for good behaviour overrides their good attention to the messages being shared.

13. The personal development of pupils is good. There are good opportunities, through the school council, for pupils to express themselves and to take responsibility for representing their peers with suggestions and ideas to improve school. Pupils also have opportunity to undertake tasks, especially at lunch times, in taking messages or returning registers to the office. These tasks help in the daily routine of the school and are undertaken efficiently and with pride. However, the over emphasis on the giving of reward cards, especially with at the upper end of the school, inhibits personal development and pupils' ability to be responsible for their own behaviour. Pupils' enthusiasm for school is good and their interest and involvement in school activities is good. At the well-run breakfast club, pupils talked enthusiastically about school life and their favourite activities.
14. Through lessons in personal, social and health education children are given good opportunities to develop respect and values for the feelings of others; this is evident in the good personal relationships which are established between pupils.
15. Pupils with special educational needs are integrated well into the life of the school. And social inclusion is a clear priority in the day-to-day life of the school. Pupils with special educational needs have good attitudes towards the school. They work well in lessons when a member of staff supports them. Many of them find it difficult to concentrate in lessons and when they work individually or in small groups with staff. There are insufficient strategies to develop self-discipline and the ability to become independent learners. All pupils, including those with special educational needs, give good support to each other in lessons when the opportunities exist for discussion or collaborative efforts.
16. Attendance is satisfactory and is broadly in line with the national average and unauthorised absence is below the national average. There has been good improvement in raising attendance since the previous inspection. Punctuality is less effective. Despite the school's best efforts, there is a high percentage of pupils who arrive late regularly. The school is aware that this disrupts the start of lessons and although the school writes to parents, some pupils still arrive late frequently. The office staff and headteacher always deal kindly with pupils when they arrive late because they are aware that for some it is difficult to be punctual as they rely on parents or siblings to bring them in.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is satisfactory. Of the eighty-one lessons observed across the whole school, well over half were good or better. There has been an overall improvement on the previous inspection and the level of good and very good teaching has risen considerably. Because relationships throughout the school are good, pupils are willing to work hard and do their best, managing to sustain this commitment more effectively when teaching is good and learning is made to be challenging and fun. Teaching is now very good in the Foundation Stage and this results in the good progress seen overall. This level of high quality teaching continues into Years 1 and 2, where the effective teamwork that teachers have established helps them to ensure teaching is both interesting and challenging for pupils of all prior attainment. Overall teaching in the junior classes is satisfactory. Teaching in art and

design is unsatisfactory in the junior classes because insufficient time has been given to develop the subject in line with new guidelines. A few teachers are not confident with their expertise in teaching the skills required for this subject. There are some weaknesses, mostly in the upper junior classes, in the effective management of pupils and planning to meet the needs of all ability groups. Teachers' expectations are not always high enough for pupils to always make satisfactory progress especially at the upper end of the school. The four unsatisfactory lessons were in the junior classes.

18. All the teaching in the Foundation Stage was good or better leading to children making very good progress in all areas of learning. Teaching is very good overall in Years 1 and 2, because the teachers work together closely and to ensure new learning builds effectively on prior learning. Teaching observed during the inspection was generally satisfactory from Years 3 to 6, and some very good and excellent practice was seen. Teachers ensure that pupils with special educational needs are fully involved in class activities. Learning support assistants help pupils effectively especially during literacy and numeracy lessons. There is less support for pupils including those with special educational needs during whole class teaching. In these situations, discipline is often tight and many pupils remain passive with little opportunity to develop confidence to make regular contributions to the work being taught or discussed. In a significant number of the lessons seen, teachers did not plan sufficiently to promote independent learning, especially of pupils with special educational needs, and this limits overall progress.
19. Children come from a diverse range of social backgrounds when they enter the nursery class, but are settled quickly into the good routines, where expectations are consistently high. Teachers and supporting adults take great care to integrate and involve children in activities that keep them fully occupied. Because the work captures their interest and enthusiasm and because adults are at hand to guide and direct learning sensitively, children explore the extensive range of activities excitedly, willing to attempt tasks that are completely new to them. Good time is given to support each child and assess the progress made over the range of activities presented. This enables teachers to check that any areas children are less confident about exploring, are supervised and supported more diligently. For example, many children are reluctant to talk and time is taken to engage them in conversations as they play. For some, interactions with each other are also difficult because they do not always have the appropriate social skills to share, take turns or play together. With careful encouragement and guidance, these skills develop well. Assessments are used effectively to target learning, and it is at these early assessments, that teachers identify children who may need additional specific support. Relationships are warm and trusting, and children are happy to work hard. A significant number of children lack concentration skills and as a result, learning for these children is sometimes very slow.
20. In the infants, teaching continues to be very effective. Lessons are generally conducted at a lively pace and activities, whilst challenging, engage pupils' interest. They want to do well, so they listen hard and move to independent work eagerly. A few show signs of being unable to work well independently unless directly supervised, but they quickly learn from others and are not reluctant to ask for help when necessary. However, teachers' expectations for good work and very good behaviour are made very clear, and pupils' efforts are recognised as teachers discuss their work with them in very effective summing up sessions at the end of lessons. Because teachers use assessment information carefully to identify the next steps of learning for individual pupils and groups working at the same level, lessons are very productive and pupils identify how well they have achieved. Valuable 'talk time' is built into lessons and some excellent practice was seen in the Year 2 classes. For example, in a physical education lesson pupils of all abilities learnt very effectively by watching the

teacher and each other. They linked their movements confidently to their interpretations of the music, indicating some very perceptive understanding of mood and tempo. They are encouraged to develop good levels of independence and initiative, with adults stepping in only when necessary to move learning onwards.

21. Teaching is sometimes very good when the subject matter captures pupils' imaginations well. For example, the English lesson in a Year 4 class on developing fluency and expression when reading aloud clearly engaged pupils' interest. In this lesson, the teacher's enthusiastic and confident delivery and his lively interactions with all pupils enabled pupils to learn very effectively. This was the lower ability group in Year 4, but because the presentation was matched well to pupils' capability, the vast majority was disappointed when the lesson ended. While teachers are generally secure about their subject knowledge, sometimes they do not explain things well enough in their presentations or use relevant resources to make sure pupils understand fully. This is the case more often in the upper junior classes. For example, in a history lesson in Year 6, pupils found it difficult to draw many pertinent observations from their research on the Internet or from looking at artefacts from the 'Beatle era' without extra help. Whilst keen and interested, a good number were not clear about what to look for regarding comparing then and now, although they have been introduced to these skills previously in their work on the lifestyle of rich and poor Victorians. Consequently, a few of the less well behaved pupils and some lower attaining pupils became quite frustrated with their lack of success and disrupted others around them. Similarly, in a science lesson in Year 6, pupils were not totally confident about their work on gravity and how this force links to their previous work on forces. The subject was introduced more as a comprehension exercise and the teacher did not build on what pupils already knew and understood about forces and planets. As a result learning was muddled and insecure.
22. In good lessons, pupils relate to the work they are doing and enjoy the tasks set because they have a clear understanding of expectations. This happens regularly in the infant classes, for example, in literacy and numeracy, where lessons are tightly structured and additional help is available from adults who help pupils achieve well. For a good number of pupils in the junior classes, their inability to work independently coupled with a general lack of pace and challenge in a significant number of lessons results in their failure to achieve the standards of which some are capable. In order to move lessons on, support staff sometimes tend to do too much to help specific pupils, for example, as seen in a science lesson in Year 5. Here the investigation was very controlled and pupils were not clear about what they had actually found out as opposed to what they had been told. Learning is sometimes restricted because work is not well matched to pupils' ability. Work is too easy for some, and others fail to make links to prior learning, and so only absorb isolated facts and information, without making full sense of it in the correct context.
23. Literacy and numeracy skills are taught very well in the infant classes and here pupils make very good progress. Teaching of these skills is good across the lower junior classes where the majority of pupils continue to make satisfactory progress. The teaching of these key skills causes some concern in the upper junior classes because a significant minority of pupils do not make satisfactory progress in their writing, general communication skills, and number work. This is because teachers do not always plan for the needs of all pupils well enough to ensure they build on prior learning effectively. Because procedures for tracking are relatively new, teachers do not have adequate grasp of how well pupils have acquired specific skills and therefore pace of learning slows down for a significant minority. For example, a number of pupils in Year 6 do not use simple grammar and punctuation rules accurately unless reminded to do so consistently. Planned opportunities for pupils to discuss, debate

and reason out solutions are generally limited, and because such activities require pupils to use their initiative and apply research skills, few make the gains normally expected from pupils aged eleven. In these upper year groups, very few examples of independent writing were found in pupils' books, and often some had just copied from books or worksheets and completed exercises involving missing words or phrases. The over reliance on published worksheets, sometimes aimed at levels below pupils' actual age, also limits progress. This limited challenge restricts pupils' thinking skills in order to explain what they understand in their own words confidently. Use of computers is still not given sufficient emphasis to ensure ICT skills are practised regularly. However, teachers have gained in confidence in their own ICT skills and some do regularly build in tasks that require pupils to explore web pages, for example, or to draft work using various word processing programs.

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

24. The content and organisation of the curriculum is satisfactory. It fully meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. It provides all pupils with a wide range of suitable learning opportunities within and beyond the school. Since the last inspection the school has improved the provision for teaching history and ICT. The use of computers is beginning to have an impact on learning across a range of subjects. There has also been considerable improvement in the writing of individual education plans (IEPs) to support the progress of children with learning difficulties. Opportunities for learning experiences beyond the classroom and making sure that all children have equal opportunities are good. Provision for art and design meets requirements but insufficient time has been given to develop the teaching in this subject to deliver the curriculum satisfactorily. The range of experiences offered in art and design in the juniors is limited.
25. The school has sound strategies for teaching numeracy but those for teaching literacy are unsatisfactory. The weakness in literacy relates to the lack of opportunities for pupils to express their personal responses to stories and poetry in order to develop their thinking and independent writing. A number of subject initiatives have been introduced since the last inspection to improve the attainment of specific groups of children. Reading books, which have more appeal to boys, have been purchased to help bridge the gap between their reading standards and those of girls, and the improved provision is beginning to have some impact. 'Booster' classes are organised to improve standards in English and mathematics of the oldest children.
26. Learning opportunities for the children in the Foundation Stage are very good. Many children have low levels of achievement in all areas of learning when they enter the school. The very good progress they make is testimony to the rich variety of the activities that are provided for them. However, the lack of large wheeled toys and the current location of the outdoor play area do not enable the physical area of learning to be satisfactorily developed.
27. The curriculum makes good provision for pupils with special educational needs. Their specific needs have been clearly identified. Pupils' individual education plans are well written by the special needs co-ordinator and the teacher. Learning support staff work effectively with the pupils assigned to them and this enables pupils with special educational needs to be fully involved in group activities. Many tasks in the lessons seen were insufficiently modified to help pupils complete them without adult support. The school is currently developing wider opportunities to make sure that higher

attaining pupils attain to the best of their ability. There is now a register of these children in the upper school. Opportunities to improve their skill, knowledge and understanding in English and mathematics are being explored through initiatives such as 'Springboard', 'Bright Sparks' and 'Year 6-Level 5' groups and clubs.

28. Opportunities for learning beyond the classroom are good. The school provides an extensive range of extra-curricular activities including sport, computer and drama clubs. Pupils have the chance to follow musical interests through the choir and recorder groups. They participate in events such as the local festival of carols and annual pantomimes. The infant pupils present concerts to the elderly people at the nearby 'Herbert Pollard House' regularly. One particularly good feature is the lunchtime club for younger pupils in the infants, during which they take part in a variety of interesting activities such as craft, music and games. Visits are organised to places such as the local park and garden centre, Bridlington, Hull theatres, museums and art galleries. They watch plays such as 'The Hunchback of Notre Dame', find out more about animals, birds, plants, the Romans and the history of art. Visitors to the school, such as players who presented a Shakespearean workshop, also enhance learning opportunities effectively.
29. The school caters well for the needs of pupils of all abilities and backgrounds. In many lessons, tasks are planned well to match pupils' ability so that all have an equal chance of achieving the learning aims, often relying heavily on the expertise of additional support staff where necessary. The school has been particularly successful in integrating a number of pupils with severe learning difficulties into classes. Well-directed support, for example, in a dance lesson in Year 6, enables these pupils to benefit from working with others of a similar age. Equality of opportunity is particularly strong in the school's wide range of extra-curricular activities. For example both girls and boys have the opportunity to join in the football clubs.
30. The school has firm links with the local schools to which pupils from Year 6 transfer. These include transitional projects in English, mathematics and science which 11 year olds begin towards the end of their last term at Oldfleet and complete when they move up to Year 7. Visits by staff from, and pupils to the secondary school are organised to build relationships before the transfer in the autumn term. The school also works collectively with the family network of primary schools sharing good ideas and practice and collaborating on educational issues such as how best to check pupils' progress.
31. The curriculum supports good personal education including spiritual, moral, social and cultural development. For example, lessons in science, physical education teach pupils about the importance of exercise, hygiene and a balanced diet. The school nurse effectively supports lessons about growing up, sex education and the misuse of drugs. The importance of developing acceptable personal qualities is regularly emphasised and pupils are introduced, during assemblies and various subjects, to good role models in people including Martin Luther King, Florence Nightingale and many others.
32. Spiritual awareness, such as an understanding of people's values and beliefs, is promoted satisfactorily through the curriculum. In religious education pupils are taught about the diversity of peoples' beliefs, customs and practice. Older pupils learn about Hindu festivals such as Divali and younger ones about a range of aspects of the Jewish faith. Pupils are encouraged to reflect on their own experiences. They do this, for example, by writing about precious things and happy and sad events in their lives such as the birth of a sister or brother, the death of relatives or famous and important people. In the singing assembly, infant pupils sing hymns of praise in a joyful manner, which helps them reflect upon their place in the world. Assemblies comply with

statutory requirements. However, in junior classes, teachers do not always provide enough time for pupils to reflect on their learning from the messages in the stories and themes they present to them. Similarly, collective worship is sometimes conducted in a way where spiritual experience is limited by the over emphasis placed on immaculate behaviour rather than a time for shared celebration.

33. The sound relationships between children and adults are testimony to the good provision for moral and social development. It is fostered through the insistence on the values embodied in the school's code of expectations. Qualities such as kindness, helpfulness, respect for each other and the school, are features of the pupils' positive attitudes and sensible behaviour. Pupils distinguish between right and wrong, for example, when playing games they accept that rules are an essential part of playing fairly. Social skills are developed through collective and collaborative work. In physical education lessons, groups of pupils from Year 6 work together sensibly to produce a sequence of dance movements. The manner in which older pupils help younger ones in the playground and assist at the lunchtime infant club are further examples of a growing understanding of social and moral responsibilities. The school works hard to help pupils gain in maturity, and a good number do so without undue prompting.
34. The provision for pupils' cultural development is satisfactory. By participating in mock Christenings and weddings, pupils learn about important religious traditions and discover the significance of Easter when they explore the ritual of communion services. They understand more about aspects of their own culture through visits to local museums, theatres and art galleries. Studies of World War II and the life of John Lennon help them consider events, which have influenced the way we live today. In religious education, pupils learn about the diversity of other cultures in British society through the study of Islam and Buddhism. Children in the reception class make cards and sweets to celebrate the Hindu festival of Divali. Satisfactory awareness of cultures in other countries is promoted through displays of musical instruments such as Chilean Rain sticks and Spanish Maracas and studies in geography of how people in places such as Northern Canada, cope with extreme types of climate.
35. The school aims to provide a caring and stimulating environment which gives the best possible learning opportunities for children's educational and personal development. It has established a firm foundation upon which to pursue these aims.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Since the last inspection report the school has improved its support for ensuring pupils' welfare which is very good overall. Staff know and understand their pupils very well. They know the procedures to be followed to ensure pupils are well protected and the level of welfare is very good. Parents appreciate the way staff care for their children. Effective procedures are in place to promote matters of safety, first aid and security to a high level. However, the present provision for adult smokers is contrary to the school's wish to provide a healthy environment, as the room is situated where pupils pass frequently. It contradicts the pride the school have in their 'Healthy School' award and the work they are doing through their programme of personal, social and health education.
37. Procedures for the monitoring of pupils' academic performance and personal development are satisfactory. The developing role of personal, social and health education in the school is providing the basis for structured support and guidance for pupils. The monitoring of attendance and punctuality of pupils is good. Letters are

sent to those pupils who are persistently late. The education welfare officer helps the school in their endeavours to persuade parents of the need for children to arrive to school on time. The monitoring and promoting of good behaviour is generally satisfactory except in the upper juniors. Here the over-vigilance of controlled behaviour management inhibits pupils' personal development. The constant intervention to give out reward cards especially, for example, at the end of assemblies, undervalues the promotion of good behaviour where rewards need to be truly earned.

38. The monitoring of behaviour in the infants is much better, here children are learning to trust and respect each other and adults. They behave well because they want to and this in turn enables them to work more efficiently in an environment where they feel totally at ease with adults and each other.
39. Support staff make a positive contribution to the pupils' well being, and enable all of them to take full advantage of the educational opportunities offered. Support for pupils with special educational needs is good. Pupils are included in everything and teachers use good assessment procedures to identify pupils' learning needs. A careful evaluation of pupils' progress is carried out regularly, but early identification in the Foundation Stage helps teachers monitor specific problems, deferring to relevant support agencies where necessary.
40. The school has satisfactory systems for assessing pupils' attainment and progress. The headteacher has established a good database from which teachers can access relevant information about each pupil's attainment. But as yet, the use of assessment to inform teaching and learning effectively is an issue. While the procedures for assessment in English and mathematics and, to a limited extent, science, are generally good, the use of assessment to guide planning for specific groups of pupils is unsatisfactory at the upper end of the juniors. Here, some teachers make limited use of the information to pitch teaching at the appropriate level for all pupils. As a consequence, a significant minority of pupils in Years 5 and 6 make slow and sometimes unsatisfactory progress. The assessment procedures are applied far more rigorously in the infant classes, where teachers plan work together and ensure the records they have of pupils' prior work links in effectively to new learning. Here, there is a greater emphasis on skills' development as opposed to learning new information. Assessment is very thorough in the Foundation Stage, and used very effectively to guide planning. All adults, who support work in the nursery and reception classes, take time to review each child's achievements regularly. They record information and as a consequence guide children sensitively to new areas of learning. For some children, this is a real challenge because their interest and concentration spans are quite narrow and they find it hard to remain on task without being distracted by something else they want to do more!
41. Monitoring and assessment in science is not extensive but is sufficient to inform teachers of pupils' progress and knowledge. However, again the assessment emphasises knowledge rather than measuring how well pupils understand and apply what they know to new situations accurately. Procedures for assessment in the foundation subjects remain at an early stage of development. Subject co-ordinators are looking at national guidelines to review topic tests and measure pupils' progress against set criteria. However, in most cases, teachers know their pupils well and have a fair understanding of their achievements to inform report writing.
42. Procedures for the assessment and recording of pupils' progress in literacy and numeracy are very comprehensive and lead appropriately to target setting for statutory purposes. In addition to the statutory tests, optional national assessments are used to monitor progress at Years 3, 4 and 5, and further school based testing takes place

termly. These procedures lead to setting class targets and, for some pupils, individual targets. Files of assessments and samples of writing, assessed against National Curriculum levels are properly maintained. However, although general analysis of data takes place, it is not sufficiently refined, effectively communicated or appropriately translated into classroom practice. As a result, information is not used to focus teaching, sufficiently well, to promote better rates of progress and higher achievement for some pupils. For example, provision is not appropriately adjusted for all pupils, and some higher attaining pupils are insufficiently challenged in Years 5 and 6, where teaching is generally quite directed, often as much to maintain good order and to ensure the curriculum is covered appropriately. It is not clear from individual lessons or overall planning, how the areas for development identified in literacy and numeracy are addressed for individual pupils, other than for pupils who have individual education plans. The teachers' good personal knowledge of their pupils is more heavily relied upon to inform teaching and expectations rather than the evidence of more formal assessment.

43. Pupils have a limited input to their individual learning targets and approaches to working successfully to achieve any agreed targets are inconsistent from class to class. For example, targets are not sufficiently evident in pupils' books or working practice to be of any real use. While class objectives are clearly re-iterated, few examples of pupils working on their individual targets were evident in lessons or in pupils' books. While pupils are given some guidance through the teacher's marking, marking is not always used effectively other than as a record of pupils' accuracy. Pupils are not given clear understandings of what they have improved or what they need to do next to improve further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents' have very positive views about the school, of the returned questionnaires, a hundred per cent said their children like school and a similar number of parents feel their child makes good progress in school. Ninety-nine per cent of parents said they would be comfortable about approaching the school if they had a problem. These positive views indicate the school has a high standing in the community.
45. The school has good links with parents. In the nursery these links are very good and parents use the support they receive to help and guide their children effectively. The involvement of parents in the provision for pupils with special educational needs is satisfactory. Individual education plans are shared with parents who are also included in regular reviews. Parents' involvement in the life of the school is greatly valued. Parents are welcomed into school as part of the family ethos the school inspires. Many parents help in classrooms and their contribution to the day-to-day life of the school is greatly appreciated. Some of these parents work in classrooms on a regular basis and they support class teachers effectively in a wide range of activities, including practical tasks, reading support and so on. Parents have the opportunity to attend courses on various community education courses in school whilst their children are looked after in the crèche.
46. The quality of information for parents is good. Home school agreements are in place. Letters to parents are clear and friendly and the prospectus and governors' annual report to parents are informative and meet statutory requirements. Pupils' reports are very detailed and give a clear indication of pupils' progress and they include targets for future development. Parents are made very welcome in school, they are given opportunities to learn about the curriculum and their child's progress, and this provides parents with very good opportunities to share in the life of the school.

47. The contribution of parents to children's learning at home is satisfactory. Most parents help with their children's learning through the homework, which is taken home weekly. However, there is a minority of parents who do not support their children in this way. The school has a very supportive 'Friends of the School' association, that organises events both social and for fund raising. The funds raised enhance the life of pupils in the school, and provide the pupils with important social activities. Many of the events engage the local community; again reinforcing the role the school plays in the area as a community facility. This involvement in the life of the area places the school firmly at the hub of the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership provided by the headteacher and the procedures established for managing the school are satisfactory. The headteacher gives strong educational direction over the care and welfare of children but there has been a loss of momentum in the monitoring of teaching, learning and standards attained in the upper junior classes. He values the importance of dialogue with parents and he actively promotes their involvement. Through his presence around school, especially outside of lesson times, the headteacher promotes very caring relationships with the pupils and their parents. He makes them feel valued and welcomed and inspires a good community ethos that parents appreciate. The school's aims and values are successful in promoting a caring school community but have not been fulfilled regarding overall standards pupils achieved in 2002.
49. The headteacher and the governors share a common concern for the fall in standards in 2002, following a period of continuous improvement since the last inspection. There has been a failure to sustain the initial improvements in some areas of leadership and management since 1998. Despite the headteacher's strong drive for improvement in all aspects of school life, it has not been possible to sustain the previous rate of improvement in standards between Years 3 and 6, and most particularly in Years 5 and 6. This is because the delegation of management and leadership responsibilities among senior staff is not yet fully effective and the role of the deputy headteacher is under-developed. With the high number of staff changes, the school has not enjoyed a sustained period of stability to consolidate its efforts to raise standards. Procedures for monitoring and evaluating the school's performance are good but there has been a lack of momentum in carrying out developments that are subsequently identified in order to raise standards. The award of the Basic Skills Quality Mark is evidence that effective procedures for improvement exist. The school has quite rightly focussed on establishing firm and consistent behaviour management strategies in order to ensure pupils have opportunities to learn effectively, and thus achieve higher standards. However, for some pupils these strict procedures are now inhibiting their personal development and limiting the standards they achieve.
50. The headteacher continues to have a very heavy workload and this restricts the time he has to take a strategic overview of the school and all its work. Communication and consultation procedures are currently limited between teams across the school thus limiting the overall effectiveness of the school when considering whole school issues such as behaviour management and curriculum development. For example, the Foundation Stage and infant class teachers plan work together effectively to ensure pupils build on prior learning, but this practice is not as rigorous across all the junior classes. Information gained from the detailed assessment procedures recently introduced by the headteacher is not always used to best effect by some of these teachers to inform their classroom practice. Curriculum co-ordinators vary in their effectiveness. The best ones have a direct influence on curriculum development. The

less effective ones are simply resource managers and do not spend sufficient time monitoring teaching, learning and standards of their subjects across the whole unless the subject is on the development plan as a priority.

51. The management of the provision for pupils with special educational needs is good. The co-ordinator maintains detailed paperwork and gives good support to teachers in writing individual education plans and at review meetings. She is very committed to her work and whilst retired and employed for three days a week she is invariably to be found in school throughout the week. The school has made satisfactory progress since the previous inspection and in implementing the revised Code of Practice for pupils with special educational needs.
52. The governors take their duties very seriously and are keen to do their best for the school. They fulfil their statutory responsibilities satisfactorily, but they rely heavily on the headteacher in accounting for the school's performance. The new chairperson is enthusiastic and determined to create a more active and questioning role for the governing body. Governors are aware of some of the school's strengths and weaknesses. They currently depend on the headteacher to provide the lead in shaping the direction school pursues to achieve its aims. With his helpful guidance, they have successfully addressed the weaknesses found at the last inspection. All governors are have curriculum responsibilities and some make regular visits to see the school in action in an attempt to keep up to date with what the school is doing in any specific area.
53. The headteacher and governors have a good grasp of financial planning procedures and have good processes for planning expenditure strategically. Examples of this include the earmarking of the current under-spending to cushion the effects of the falling rolls and current levels of provision, particularly staffing, during the next financial year. Good procedures are in place for the allocation of funding to implement the School Improvement Plan. For example, small class sizes continue to have a positive impact on the standards pupils achieve by the end of Year 2. The school has recently been successful in securing additional grants to support community initiatives in order to encourage more parents to take up learning activities that help them support their children's progress. The school has also benefited, in terms of resources, by being within the Educational Action Zone. The current chair of the finance committee makes effective use of his financial expertise in ensuring that monitoring procedures are rigorous. Information technology has been put into effective use for conducting administrative and other management tasks such as pupil assessment.
54. Procedures for the induction of staff and appraisal and performance management, which includes all staff, are effective. The 'Investors in People' assessment recognised the priority the school gives to support the appropriate development of all members of staff. For example, each newly appointed person is allocated a mentor for the first year in post. Teachers and support staff attend appropriate training and every effort is made to ensure relevant support and expertise is made available to support the priorities set out the school's development plan.
55. As a result of the generous levels of suitably qualified teachers, class sizes are remarkably small. The headteacher and governors are aware that this good level of provision cannot be sustained after 2003/4. There is a satisfactory range of expertise and experience among the teaching staff, who are supported well by support staff, parents and other visiting professionals, including those who provide instrumental music tuition. Difficulties have been experienced with staff turnover for four years. This has had a significant impact on most age groups but particularly the current Years 5 and 6. The most significant impact has been on the behaviour of some of these

pupils leading to the stringent behaviour management procedures adopted. Continuity of teaching and learning has been difficult to maintain with the junior classes and this has led to the decline in standards seen in 2002, when the school failed to achieve its targets. Staffing is relatively stable at present.

56. The good quality accommodation is spacious and well maintained with access to large if somewhat barren, playgrounds and an extensive field. It is difficult for staff to develop play and learning facilities outdoors because of occasional vandalism in the area. There are secure and designated outdoor play areas for children in the Foundation Stage.
57. Learning resources are adequate, the best of which being the ICT provision, with a well appointed teaching suite and networked machines in each classroom. One of the library is currently unsuitably located in the corner of a hall, which is also used for teaching physical education. This positioning limits its use as a library or an independent study area. Other resources are in generally of a good quality. The school does not have a sufficiently wide range of reading material to engage the interest of all pupils effectively, especially those who are not wholly interested in reading in the junior classes. The school has an appropriate range of resources for special educational needs and good support for pupils from learning support staff who give help particularly in literacy and numeracy lessons.
58. Despite a number of issues the school has had to address since the last inspection, not least of all staffing difficulties, the school continues to provide satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to provide pupils with an acceptable standard of education and to enable them to achieve well, the headteacher, staff and governors should:

1. Raise standards in English, mathematics, science, history, religious education and art and design at the end of Year 6 by:

- developing a curriculum plan that identifies skills and information pupils need to know as they progress through the school;
- ensuring all teachers have clear guidance regarding the curriculum content and receive additional training where necessary;
- ensuring effective use is made of assessment information to inform planning. *(paragraphs: 1,5,7,8,11,40,66,74,98,100,103,118,124,140)*

2. Improve teaching in Years 5 and 6 to match that seen in the Foundation Stage and Infants by:

- ensuring teaching builds on pupils' prior attainment more accurately;
- improving opportunities for pupils to take responsibility for their own learning to enable them to become independent learners;
- improving the opportunities pupils have to talk about their work and practise their literacy skills;
- developing teachers' knowledge by providing training that will enable them to support pupils' thinking and reflection skills;
- making pupils better aware of the targets they are working at and ensuring they understand how to achieve these;
- ensuring teachers are clear about the school's behaviour management strategies and apply these consistently and constructively throughout the school. *(paragraphs: 11,17,21,22,23,25,40,81)*

3. Improve the effectiveness of the school's leadership and management team by:

- creating a whole school ethos which consistently promotes high expectations from everybody;
- developing a team approach where all staff with management responsibilities, including subject co-ordinators, are involved in shaping the school's development;
- implementing the procedures established for monitoring and evaluating the work of the school more rigorously. *(paragraphs: 36,42,49,50,82-86,107,124,145)*

Minor issues:

- Use the school's spacious accommodation more efficiently, including the library and Foundation Stage areas. *(paragraphs: 56,66)*
- Ensure reading materials are of good quality and range to interest pupils of all ages and abilities. *(paragraph: 57)*
- Update the art and design policy in line with current requirements. *(paragraph:24)*
- Work harder with parents and carers to ensure that pupils arrive at school punctually. *(paragraphs: 16,37,83)*
- Ensure planning for the effective use of ICT happens across the curriculum. *(paragraph:23, 83)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	85

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	21	32	21	2	2	0
Percentage	4	26	39	26	2.5	2.5	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	293
Number of full-time pupils known to be eligible for free school meals	0	91

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	54

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	18	21	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	17
	Girls	19	19	20
	Total	33	33	37
Percentage of pupils at NC level 2 or above	School	85 (79)	85 (77)	95 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	19	20	20
	Total	33	36	37
Percentage of pupils at NC level 2 or above	School	85 (82)	92 (95)	95 (82)
	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	23	20	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	17	17
	Girls	14	8	16
	Total	25	25	33
Percentage of pupils at NC level 4 or above	School	58 (65)	58 (69)	77 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	14	14	18
	Total	30	32	38
Percentage of pupils at NC level 4 or above	School	70 (65)	74 (67)	88 (83)
	National	73 (72)	74 (74)	82 (82)

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

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	293	0	0
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	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	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	0	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)	14
Number of pupils per qualified teacher	21
Average class size	22.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	212.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	1
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)	1

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	891992
Total expenditure	908103
Expenditure per pupil	2911
Balance brought forward from previous year	83907
Balance carried forward to next year	67796

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	347
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	1	0	0
My child is making good progress in school.	67	32	1	0	0
Behaviour in the school is good.	54	40	0	2	5
My child gets the right amount of work to do at home.	49	41	6	1	1
The teaching is good.	67	31	1	0	2
I am kept well informed about how my child is getting on.	55	35	8	0	2
I would feel comfortable about approaching the school with questions or a problem.	69	30	0	0	2
The school expects my child to work hard and achieve his or her best.	73	26	1	0	2
The school works closely with parents.	52	37	7	0	2
The school is well led and managed.	58	35	2	3	1
The school is helping my child become mature and responsible.	61	34	2	0	2
The school provides an interesting range of activities outside lessons.	42	27	22	2	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The quality of education provided in the Foundation Stage is very good. There are many very good features, with some aspects of teaching being excellent. There are some weaknesses in regard to accommodation, which need to be addressed. Overall, provision for children in the nursery and reception classes is a strength of the school.
61. Children enter the nursery at the age of four. Places are part-time, morning or afternoon, though a small number of children have a full time place. There is a phased admission with children entering in September, January or after the Easter holiday. Transfer to full time places in the reception class is similarly phased as children approach their fifth birthday. As children come into the school, their attainment is below, and for some, well below what would typically be expected for children of their age. For most, attainment is very low in terms of literacy, personal, social and emotional development. Children make good progress in the nursery. This is continued in the reception class, though a significant number of children do not achieve the early learning goals, particularly in the area of communication, language and literacy and physical education. Progress by the end of the Foundation Stage is very good for the majority of children.
62. Children enjoy coming to school and feel safe and valued within a secure and caring setting. Their attitude and behaviour are always good. In most of the lessons observed, behaviour was very good. Children's relationship with their teachers is warm and affectionate. While feeling safe and secure, they also understand what they are expected to do once they become familiar with routines. They learn how to relate to each other well and develop social skills like sharing and co-operating. In a free choice play period, children were observed working together well in sand and water play, sharing materials freely in a construction activity, communicating willingly with each other in role play and being very sensible and helpful at 'tidy up' time.
63. The previous inspection finding was that progress was good and that the quality of education provided in the nursery and reception was good. These standards have improved, especially in the areas of resources and the learning environment. Other improvements have come about as a result of funding support from the Education Action Zone (EAZ) and Sure Start. There is a greater involvement of parents and children benefit from the input of well-trained parent volunteers. The staff have taken advantage of the good quality in service training provided by the local authority. Positive links have been created with other providers of foundation stage education and good practice is being shared between them.
64. The quality of all teaching is very good overall. Teachers and nursery nurses have an excellent knowledge and understanding of the Foundation Stage curriculum. In addition to having attended appropriate training, they demonstrate very good awareness of the needs of all children. Planning is thorough and covers all the areas of learning. A strength of the planning process is that all staff are involved, share in monitoring progress and assessing that children encounter all activities regularly. Teachers have very high expectations; they observe and note how well individual children are progressing. They use these assessments to help with the further planning. Even in the free choice parts of the curriculum, a careful watch is kept to ensure that children have a good range of experiences; this sometimes calls for gentle, timely intervention or guidance. Teachers' management of children is excellent; there is a very special relationship that has been created between adults and children,

enabling very effective but non-oppressive control. They facilitate effective management by ensuring that resources and materials are well prepared and that children are kept busy and always know what to do when a task is completed. Sometimes the unobtrusive management of children is necessarily firm, as exemplified when two children became less well behaved in their play activity and had to be calmed down in order to work productively.

65. The Foundation Stage provision caters for children, whatever their abilities or background. All of them are given every encouragement to achieve well. A number of children enter school with special educational needs. These children are supported very well and provided with appropriate tasks to ensure that they make good progress.
66. The weaknesses in the provision at the Foundation Stage are concerned with accommodation and outdoor play facilities. It is unsatisfactory to have the areas of nursery and reception situated so far from each other. This becomes even more unsatisfactory when the new reception class is formed after Easter, resulting in three separate teaching areas for the Foundation Stage. The recently developed play area for reception children is good, except that it has the unsatisfactory feature of not being connected by a secure passageway between it and the classroom. The provision for outdoor play equipment in Reception is inadequate and there are neither playground markings nor storage facilities. The nursery outdoor play area is of a good size and despite its uninteresting rectangular shape, is suitable for the whole of the Foundation Stage. However, some aspects of the area are unsatisfactory. The hard surface is uneven and occasionally subject to poor drainage. Gaps at the edge of the concrete area are wide enough to be a hazard. Playground markings in the nursery playground are old and in need of renewal. Storage facilities for outdoor play equipment are inadequate.
67. The relationship between the school and parents of children in the Foundation Stage is very good. Even before children are admitted, parents are given good information about the nursery through the 'Oldfleet Nursery Information Booklet'. Further useful guidance and information is provided in booklets about the good behaviour policy, pre-school assessment and even a collection of nursery rhymes and other songs. Partnership is further enhanced through the valuable work of volunteer parents working in the classroom. The quality of parent support has been assured through attendance at series of school based courses dealing with such issues as 'Helping your child in the Foundation Stage', psychology and child development, self-esteem and confidence building, singing and making music with your child.

Personal, social and emotional development.

68. By the end of the nursery most children relate well with others - both children and adults. Their behaviour is usually good and they have a clear understanding of expected behaviour. They have a good level of understanding of right and wrong and show concern for themselves, others and living things generally, learning well from the good role models the adults provide. In an outdoor play lesson, children were learning to play together, to share and co-operate. Their imaginative play, as window cleaners, showed that they interacted with each other, developing both their social and language skills. Reception children learn about friendships in a religious education lesson. They describe the important features of a being a friend; they differentiate well the characteristics that they like, for example, they did not like 'angry,' 'shouting,' 'sad,' while they did like 'smiling,' 'happy,' 'share' and 'helpful.' Children make very good progress in their personal, social and emotional development, even though many of them do not fully attain the early learning goals by the end of the reception year.

Communication, language and literacy.

69. The school places a great emphasis on this area of development, as language skills are well below what would be typically expected as children enter the nursery. Children's literacy standard is such that they are unable to access other parts of the curriculum adequately. Much of the initial language work involves learning the vocabulary of everyday household objects. Teachers use good quality photographs and word games to introduce and develop basic vocabulary. Time is given to encourage children to talk and by the end of nursery, they use talk to gain attention and to explain reasonably clearly what they have learnt. They listen well to stories, maintaining attention and showing an increasing recall of events. They hear and say the initial sounds in words and link letters with sounds. Because good attention is paid to developing writing skills, pupils' improved pencil control enables them to form some letters, for example, those used to write their names. By the end of the reception year, most children recognise the letters of the alphabet, link sounds to letters, using this knowledge to help them to read and write. They write their names using upper and lower case letters. Teachers provide them with lively opportunities to listen to and join in with popular stories, rhymes and poems. For example, children sequence the main events in stories confidently because they practise these skills regularly. They enjoy using language and communication in all their learning and role-play. In a very good literacy lesson in the reception class, children looked at the big book "Handa's Surprise". They were able to say where to find the title and author of the book. They used the pictures to predict the events of the story and most re-told it in correct sequence. Children make very good progress in their communication, language and literacy development, even though many of them do not fully achieve the early learning goals by the end of the reception year.

Mathematical development.

70. By the end of the nursery, most children recognise numbers to ten and count to twenty and beyond. Teachers provide them with a wide range of activities, including songs and rhymes to understand positional language (first, second, third etc.) They name simple, two-dimensional shapes and create their own two-, and sometimes three-colour patterns in their play. Because the lively and interactive games and activities adults offer children, at the end of the reception year, the majority count to 50 and order numbers to at least 20 reasonably confidently. Some children recognise numbers to 100 or more. They use mathematical language in their play and play addition and subtraction games confidently. The majority make up number sentences, using signs and symbols. In a numeracy lesson in the reception class, children counted up to 20 activity using dominoes, and adults intervened sensitively so that children did not lose heart when they made mistakes. They chanted a rhyming song to help count backwards from 5, and in a group activity, some children showed confidence as they sorted colours and shapes while helping and correcting each other calmly and patiently. They follow the examples set by the adults around them and are keen to succeed for others as well as for themselves. Children make very good progress in their mathematical development through the Foundation Stage, though many do not achieve the early learning goals fully.

Knowledge and understanding of the world.

71. Children have very good access to computers in the nursery. Teachers ensure that programs are set up each day that link in with current work, as well as allowing children to 'play' with more familiar and fun tasks. Children quickly learn how to use a mouse to click and drag images around the screen. In a free flow play period, the two computers were in constant demand and used well. The nursery environment is rich in

stimulating display to encourage children's curiosity about the world around them. They use construction material to make objects and they are beginning to work together on their creations. Because teachers' introduce new ideas in a fun and exciting way, children are eager to try things out and explore new activities confidently. By the end of the reception year they understand the idea of past and present as they talk about things that have happened to them or to others recently or a long time ago. They learn about other cultures, for example, in their reading of "Handa's Surprise" and in their physical education lesson where they follow a television programme based on the story of "The Greedy Zebra." Children make good progress as they develop knowledge and understanding of the world, though many do not fully achieve the early learning goals.

Physical development

72. Children in Foundation Stage make good progress in physical development although few attain the early learning goals in this area of learning. They have regular physical education lessons where they learn to move freely with pleasure and confidence. Adults join in and gently engage those few who are hesitant or lack confidence. Children develop an awareness of space and learn skills such as catching and throwing using small apparatus. Because activities are conducted with a balance of fun as well as seriousness, children learn to follow instructions and watch others closely in order to improve. They become increasingly skilful in running, jumping, hopping and skipping skills. The outdoor play periods give children the opportunity to play with wheeled toys, though their availability is limited. In a physical education lesson in the reception class, children interpreted the music from a story through a wide range of movements, which included running and jumping, or slow and ponderous like an elephant or slithering and sliding like a snake. Children develop satisfactory skills in the use of small equipment like scissors and they learn to use them safely. By the end of reception, children are increasingly independent in dressing and undressing for physical education, though a small number still need help.

Creative development

73. Children sing many songs and rhymes from memory and experience playing a range of percussion instruments. Many of these songs and action rhymes often support their work in numeracy or physical education, so they are often familiar and children enjoy them. In a music lesson in the nursery class, children created loud and soft sounds using simple percussion instruments. Teachers show them how to cause different effects by striking or rubbing together or tapping on the floor to accompany a song, and children listen closely keen to produce their best efforts. Children were delightfully attentive as they responded to the 'puppet' that was leading the "orchestra." In a free choice activity, children painted pictures carefully using water-based paints. Their enthusiasm in applying a choice of colours and shapes resulted in pictures of which they were justifiably proud. Where necessary, adults intervene gently to talk to children about their work and ask them to look at ways of making improvements. Imaginative play makes a significant contribution to children's creative development, as seen in the home, role-play or music and dance areas. However, the vast majority does not attain the early learning goals in this area.

ENGLISH

74. Standards achieved in English are in line with national expectation by the end of Year 2. Standards are well below average by the time pupils leave at the end of Year 6. This is a similar picture to that at the time of the last inspection. Progress is very good

from the time pupils enter the school to the end of their infant years. Progress continues to be good in Years 3 and 4 and the majority of pupils continue to build on their prior skills appropriately. However, pupils' progress slows down in the upper junior classes and is unsatisfactory for a significant minority of pupils by the age of 11, because they do not build on prior learning consistently to achieve well. In some instances, this is because teachers do not have high enough expectations and insufficient use is made of the assessment information available to them to plan more accurately. In other lessons, the behaviour of a few pupils has a detrimental impact on the pace at which they work. The decline in the standards for pupils' at the end of Year 6, in test results from 2002, highlights the difference in the progress pupils make across the school. There has been some variation between the achievement of boys and girls but this has been suitably addressed. Pupils with learning difficulties make at least as good progress as their peers because of the consistently good support they receive from classroom assistants and the special needs co-ordinator.

75. Children enter the Foundation Stage with very limited communication skill but by age 7 have made impressive progress. In Year 2, pupils listened well for short periods to a traditional tale, Jack and the Beanstalk, before responding to questions about the story. Where good teaching occurs with varied approaches, pupils' attention is maintained. Pupils are shown how to listen to each other, take turns sensibly and explain why they come to some of their conclusions. For example, in a history lesson in Year 2, pupils loved being in the 'hot seat' where they asked and answered questions confidently and had good time to think about what they were hearing before putting pen to paper to write independently about the subject. They are keen to talk to people and teachers encourage 'talking partners' so that those less confident to speak in front of a whole class have time to discuss answers with a close partner. In this way pupils of all abilities are engaged effectively, and adults help reluctant pupils to join in.
76. By Year 6, progress slows and pupils' abilities to articulate their ideas and listen to others become unsatisfactory and vary from class to class. Where the teacher works at a lively pace and allows the pupils a suitable degree of independence, standards of speaking and listening are better. In one generally satisfactory lesson, boys dominated a question and answer session on a text about 'Blackbeard the Pirate', in an attempt to gain award cards for behaviour. This indicates that some pupils have the capacity to work efficiently and effectively, but do not always do so voluntarily. However, pupils' speaking skills overall are below average expectations by the age of eleven. In a bid to contain behaviour and ensure written work is covered effectively, opportunities for speaking, expressing thoughts and ideas and participation in debates that are not over-directed by teachers, insufficient emphasis is placed on developing good speaking skills. Often in presentations at the starts of lessons or in the summing sessions, some teachers lead the discussion and accept minimal answers from pupils. A few pupils disengage from these activities unless directly involved in answering a set question. For example, in a science lesson in Year 5, pupils carried out the investigation following very rigid instructions from the teacher. The time pupils had to think about and explain their findings was minimal, if at all, and this detracted from the overall quality of learning. Similarly, when talking to pupils in Year 6 about general school matters few expressed any views based on clear arguments or reasons, assuming that things 'are because they just are'.
77. Standards of reading are broadly average by the end of Year 2, building on the very good progress made by the majority of children since entry to the nursery. Readers in Year 1 show confidence and enthusiasm when talking about books and have good strategies for tackling unfamiliar texts. By the age of seven, the majority read simple texts fluently and accurately. Pupils of above average ability read with good expression and talk about the plot and characters with confidence. Higher attaining

pupils use reference books to retrieve information reasonably well, more so when the books are attractive and the subject matter engages their interest. Retrieving information using the Internet is developing satisfactorily, although in a history lesson in Year 6, pupils 'flitted' between web pages more struck with page layouts than content. Pupils are required to read all the books at a particular level before progressing to the next level. This holds back the development of reading, especially for those who reach at least average attainment or better before the end of Year 2. Entries in the home/school diaries are written mainly by teachers and classroom support assistants, although there is evidence parents sometimes contribute to this dialogue.

78. By the age of eleven, standards in reading continue to be broadly average. About three-quarters of pupils are expected to achieve Level 4 in reading by the end of Year 6, although only a few are expected to gain the higher level 5. Progress is satisfactory for the majority. The most able pupils in Year 6 read reasonably confidently and recognise their errors and self-correct. They speak confidently about the plot and characters. Due to the short length of her prescribed reading book, one child felt that the book was not challenging enough for her. Higher attaining pupils are not always identified as independent readers and their potential is restrained by the strict adherence to the reading scheme. The highest attaining pupils know how to use the classification systems in a reference library and are fully conversant with retrieval skills. The least able pupils in Year 6 read fluently with expression and recount the plot in some detail but a good number have difficulty discussing characters and their favourite parts of the story. The lower attaining pupils in Year 6 achieve standards that are well below that expected of eleven-year-olds.
79. Teachers expect three-quarters of pupils to achieve the national standard in writing by the end of Year 2. Progress is very good by the end of the infants for the higher ability set. Pupils learn how to demarcate sentences with full stops and capital letters confidently and accurately. Opportunities for independent writing are good and pupils have regular time given to produce extended writing in a number of subjects, for example, re-writing stories from the Bible in religious education or biographies of famous people in history. Handwriting and spelling standards are satisfactory. Lower attaining pupils also work hard and a good number achieve at the lower levels of 2c and below, but in line with their capability because the additional support they receive reinforces new learning well.
80. Although satisfactory overall, progress then slows from Years 3 to 6; this is because teachers do not always build on the solid foundation provided by the teaching in Years 1 and 2 and detailed assessment data is not used accurately to plan work that matches pupils' abilities effectively. In the work seen from pupils in Year 6, handwriting is not always consistently formed or joined and is uneven. Levels of spelling are generally unsatisfactory. The older pupils' progress and attainment in other subjects are severely restricted by the under developed writing skills. Pupils' work is often poorly presented and very little original or extended writing was seen. Pupils are not challenged to sustain their ideas through the composition of more structured pieces of work. Teachers expect less than half the children to achieve the national expectation in writing by the end of Year 6, and this is well below the targets set. The teaching of persuasive writing where pupils are required to argue for and against the use of mobile phones produced a better standard of work, although some of the arguments and findings were left hanging in the air, thus again indicating a lack of persistence to draw conclusions confidently.
81. The quality of teaching is very good in Years 1 and 2, good in Years 3 and 4 and satisfactory in Years 5 and 6. Overall teaching is satisfactory across the junior classes

but opportunities are missed to challenge pupils and have higher expectations in the areas of writing and speaking especially at the upper end of the school. High quality teaching is typified by the teachers' confidence, knowledge and good planning, drawing heavily on the literacy strategy but modifying it appropriately to support pupils effectively to progress from one stage to the next. The best teachers work at a good pace and in the very best examples seen, use a variety of teaching styles such as drama, paired discussion, question and answer. Clear lesson objectives are explained well and very good use is made of classroom assistants to keep pupils on task during the group and individual work. One very good example in shared writing drew on the story of 'Little Red Riding Hood' in the teaching of openings to traditional tales. Teaching from Year 3 to Year 6 is more variable. In the best example seen, with a lower ability Year 4 set, the teacher had a superb way of managing question and answer sessions and teaching the phonics aspect of word-building extremely effectively. As a result, the learning was rich, varied and very good. Pupils did not want the lesson to end because they were fully engaged and excited by the delivery from the teacher. Learning, in some lessons, is restricted by the over zealous application of the behaviour strategy by some teachers. This results in lessons that are interrupted by constant remarks about behaviour, slowing the pace of learning considerably and interrupting progress. The quality of marking varies from complimentary remarks to comments telling children how to improve. Although teachers work together within year groups to ensure consistency, planning of lessons, to ensure effective progress, through to Year 6 is limited by the lack of liaison between year groups. In these year groups, there is also an over-reliance on second hand texts from textbooks and copied sheets. This results in the failure of some teachers to engage some pupils, already disaffected by books, in up to date and engaging texts.

82. Leadership and management of the subject lack rigour and are unsatisfactory. Individual teachers are working hard but the school has been unsuccessful in preventing standards from falling by the end of Year 6. This is due in part to the ineffective communication between some key staff. As a consequence, the co-ordinator has not taken an efficient approach to monitoring and evaluating standards across the school. The co-ordinator is knowledgeable, suitably experienced and enthusiastic but she has difficulty promoting higher standards when there are limited opportunities for teachers to work together. Teachers' planning and teaching are monitored but these activities have not been rigorous enough to identify the reasons for the fall in standards. Review of teachers' planning has failed to identify the lack of challenge and the profitable use of assessment in some lessons, to inform further planning in order to raise achievement for all pupils. In the weaker lessons, teachers' expectations are not high enough and as a result many pupils produce sub-standard work. The over reliance on worksheets inhibits effective application of writing skills, and this has a subsequent negative impact on writing in other subjects. The comprehensive data collated regarding national tests and tracking of individual pupils' progress has had limited impact on planning work that always matches pupils' needs well.
83. Across the school, some opportunities are taken to apply literacy skills to other subjects such as that seen in Year 5 where history and geography were linked to literacy whilst writing about Ancient Greece. There is little use made of ICT during lessons despite the fact that each classroom has at least one networked computer. Resources are adequate although the library is not placed in a very accessible location and as a result has limited use to encourage independent reading and research. The plentiful supply of books is in good condition in the main and the school has made progress in acquiring books that engage reluctant readers at the upper end of the school.

MATHEMATICS

84. Pupils at the end of Year 2 attain standards that are average in all areas of mathematics. Almost all pupils are in line to reach the expected level in the national tests later this year. Approximately a third of the cohort is in line to attain the higher Level 3, thus ensuring standards remain high. This is similar to the school's results in the national tests in 2002 when the school achieved average levels when compared to all schools nationally. Results were well above average in comparison to similar schools. This is a similar picture to the previous inspection.
85. Attainment of the majority of children when they enter the nursery is well below average. The current standards show that they make very good progress up to the age of seven. This is testimony to the very good teaching and learning in the nursery, reception and infant classes. Attainment in number is particularly high, as seen in Year 2 lessons where pupils showed good skill and understanding when adding numbers together. They use place value and rounding up techniques accurately to solve problems in their heads such as $43 + 126 + 17 = 60 + 126 = 186$.
86. The attainment of a significant number of pupils, in the present Year 6, is below average and a few are well below average standards. Attainment at the higher Level 5 is very low. This is similar to the school's performance in the 2002 tests, and to that reported in the last inspection. The school's results last year were well below average when compared with schools nationally and below average in comparison to similar schools. There is no significant difference in the attainment of girls and boys. Approximately 60 per cent are expected to attain and a few to exceed average standards in the national tests later this year. The school is putting into place effective 'booster' strategies to achieve these expectations.
87. There are a number of reasons for these low standards. Although pupils' progress in the junior classes is generally satisfactory, there is some unsatisfactory teaching in Year 6. In addition, during their four years in the junior classes, this age group has had nine different teachers, and this has clearly hindered their continuity in learning. Also, whilst regular checks have been made on their progress this monitoring has not been rigorous enough. Consequently, particularly for pupils who find number work difficult, new learning has not been built securely on what they already know and can do. The other critical reason is that the pupils who are unlikely to reach the desired level in the tests have been taught in the lower attaining group for several years. As a result, a significant number have little confidence in their ability to work out simple problems which are normally expected of pupils in Years 2 and 3. For example many of them have great difficulty in calculating how many 2 pence coins are needed to make £2.00.
88. Pupils with special educational needs make good progress. They are supported well by learning assistants and their tasks are carefully matched to their needs. For example, a patient, step-by-step approach enabled two pupils in Year 6, with severe learning difficulties, to make good progress in recognising coins and placing them in order of value. However, in a lesson in Year 3, a significant minority of pupils made limited progress in learning about seconds, minutes and hours. This is because they had no additional adult support and the task they were given was not matched to their ability.
89. Most pupils in Year 2 work confidently with numbers up to 100 and a significant group understands place value up to 1000. They have good mental recall of addition and subtraction facts. They apply variety of numeracy strategies when working out problems, for instance working out a multiplication sum such as 13×4 in their heads

by repeated addition and partition of numbers i.e. $13 + 13 + 13 + 13 = (10 + 10 + 10 + 10) + (3 + 3 + 3 + 3) = 40 + 12 = 52$. They apply their mental skills successfully to written problems such as spending money and checking change. Pupils understand how to estimate and have learnt about centimetres and metre through practical work involving measuring in the classroom and playground. They recognise common two- and three-dimensional shapes and describe, accurately some of their properties such as sides, corners and faces.

90. The majority of pupils in Year 6 have a good understanding of place value of numbers. They know how to use this to multiply and divide whole and decimal numbers by 10, 100 and 1000. Most use strategies such as halving, doubling rounding and partitioning numbers confidently to find answers and in explaining their methods. They know the main properties of shapes and how to find areas and perimeters. They interpret data, for example when using a computer spreadsheet, to set up a formula to find the totals and averages of test scores of pupils in different classes. However, a significant number of pupils in Year 6 are currently attaining at very low levels. For instance, they have difficulty in using written methods for adding and subtracting two-digit numbers.
91. There are sound examples of the use and application of numeracy in other subjects. Pupils in Year 2 learn about grams and kilograms when weighing out cake recipe ingredients and millilitres and litres during experiments in science. Pupils in Year 3 learn about time when they illustrate different parts of the story of the 'Hungry Caterpillar' with clock faces. In history, pupils use dates to show how telephones developed from 1950 to 1990. A local traffic survey in geography conducted by pupils in Year 5 enabled them to develop skills in drawing graphs and using computer databases.
92. The overall quality of teaching is satisfactory. In Years 1 and 2 and in a few of the junior classes it is very good. There is some unsatisfactory teaching in Year 6, where work is not matched well to pupils' capabilities and expectations are not high enough. In addition, sometimes there is an over-emphasis on directed teaching and over controlled tasks that inhibit pupils from thinking things out and applying prior knowledge to decipher new information.
93. Most teachers have a sound understanding of teaching a numeracy lesson. They make sure that pupils know exactly what they are expected to learn and teach at a brisk pace. Pupils are given plenty of chances to talk and explain their answers. Tasks are set at a variety of levels in order to give all pupils a chance to succeed. Finally the coming together session near the end of the lesson is used effectively to check pupils' progress towards achieving the learning goals. For instance, in a lesson in Year 5, pupils revised and extended their understanding of mental strategies and learned about equivalent fractions. It opened with a brisk oral and mental session involving using knowledge of the place value of numbers to multiply by 10, 100 and 1000. There was smooth transition into the main part of the lesson when the understanding of fractions, the sign for equivalence and numerator and denominator were quickly and effectively revised. Pupils then showed good productivity and pace in working at tasks finding equivalent fractions to a half, a quarter, a fifth and so on, which both consolidated and extended their skills and understanding well. Finally the learning aims were revisited during an active summary session to finish the lesson
94. However, some lessons lack the pace to successfully rehearse, sharpen and develop mental skills, fail to set tasks that enable all pupils to progress and do not focus enough on what they are expected to learn. For example, in a lesson in Year 6, the lack of pace in the teaching resulted in several pupils showing little interest and making limited progress when using number cards to display answers to mental problems

such as $52 + ? = 100$. In a lesson in Year 4, all pupils were given the same work to do about estimating and calculating time, thus limiting the progress of the more able pupils. In another lesson in Year 6, the summing up session was used to repeat initial teaching rather than ascertain how far the pupils had reached in solving multi step problems such as 'Joanne is 112cm tall, Sally is 20 per cent taller, calculate Sally's height'. This resulted in unsatisfactory progress for a significant number of pupils. These over-directed sessions prevent pupils from assessing how well they have done and thus setting themselves targets to improve.

95. The main elements that contribute to very good learning include lively 'mental maths' starters that pupils respond to enthusiastically. For example, in a numeracy lesson in Year 2, the high quality teaching inspired pupils to try hard, as a consequence, they enjoyed the game, listened very attentively and were very keen to ask questions, give answers and discuss what they were doing. They settled quickly to their tasks, showed good levels of independence in accessing more advanced work and tackled difficulties with limited support from the teacher. In contrast, expectations and challenge were very low in a lesson in Year 6, when pupils worked at adding numbers up to 100 and basic money problems. Some of the work was pitched at levels usually expected from Years 2 and 3, for example, the number of coins of various values needed to make £1, £2 and £5. Pupils were not challenged to complete their work in a given time and so productivity was poor, discipline was not securely established and a significant number of pupils had an indifferent attitude towards their learning.
96. Teachers manage pupils' behaviour well generally and pupils have positive attitudes in almost all lessons. This is also helped by the efficient way resources are organised which invariably means that pupils settle quickly to their work. Homework is set regularly and helps to support classroom work, although it is often not done by a significant number of children in Year 6. However, whilst the quality and use of checking pupils' day-to-day progress is good in infant classes, it is inconsistent in junior classes. Teachers in Years 1 and 2 make very good use of marking to check, encourage and point the way forward for pupils. They regularly annotate pupils' work with comments such as 'This has been done independently and shows you understand subtraction to Level 2'. This enables teachers to set work for each pupil at an appropriate level. Marking is not often used as constructively with older pupils and the assessments made at the end of lessons, are also not regularly done in an efficient manner.
97. Leadership and management are satisfactory and the co-ordinator is clear about the improvements required to raise standards. Monitoring of teaching, learning and standards has not been rigorous enough across the school to ensure teachers use the assessment information to plan lessons to support all pupils effectively. Sound use is made of analysing national tests to identify areas of weakness. For example, solving written problems has been identified as a particular weakness. The school is dealing with this by placing greater emphasis in lessons on developing a step-by-step approach in solving these. With a significant number of pupils having well below average literacy skills, this is seen as a major priority. Analysis of test results also provides information to track pupils' progress as they move through the school from one level of attainment to the next. The main omission is the inconsistency, in some classes in the junior school, of methods for checking the day-to-day progress of pupils and using it to plan the next stage of their learning. This results in some of the older pupils making unsatisfactory progress. Resources for teaching mathematics are satisfactory. The use of ICT to support teaching and learning is improving, particularly in data handling work.

SCIENCE

98. At the end of Year 2, pupils' attainment is in line with the national average. On the basis of teacher assessments, the pupils' attainment in 2002 was in line with the national average and good when compared with similar schools. At the end of Year 6, pupils' attainment continues to be below the national average. In 2002, the attainment of pupil's aged eleven was well below the national average and below when compared with similar schools. At the time of the previous inspection, the pupils' attainment in science was well below the national average. Since then attainment at age eleven has steadily improved but remains below the national average. Overall improvement since the previous inspection has been satisfactory. Progress is generally very good in the infant classes where teachers' expectations are high and a clearer emphasis is placed on developing pupils' thinking skills in order to explain what they learn. Progress is satisfactory in the junior classes. In individual lessons, where too much time is given to teaching information, and less emphasis placed on drawing from their own predictions and conclusions, a minority of pupils make slow progress because they do not think about what they already know in order to apply this to new learning. Pupils with special educational needs are helped to make generally good progress, although sometimes there is a tendency for some adults to help them too much.
99. At the end of Year 2, pupils know that pushing or pulling things makes them start or stop moving. They investigate using their own imagination as well as using techniques suggested by the teacher and are encouraged to make suggestions about how objects can be moved and then to find out whether they were right. Previous learning is consolidated well through a searching range of questions. Good use is made of group work for discussions and pupils show a readiness to share ideas, resources and generally co-operate with others well. Learning is made to be fun and pupils' respond very sensibly, even when very excited. They settle to independent work without fuss or delay and are keen to work hard at all times. In a lesson seen in Year 2, good use was made of an ICT program to support learning and pupils used it without direct supervision. Because pupils are encouraged to explore and observe, they learn effectively and make very good progress.
100. By the age of eleven, pupils have investigated how best to keep things like hot liquids warm and to find the best wrapping to preserve ice cubes. Pupils are keen to participate in lessons and generally behave well when they are given the freedom to investigate. They understand that powders and sponges are solid materials and use various ways to show that there is air in the gaps between the particles. However, in a lesson in Year 5, because the teaching was too controlled, few pupils had the opportunity to think things through in order to make sense of their findings. Where learning was more effective, pupils were managed well but had the freedom to properly explore their ideas. In a good lesson in Year 6 they investigated balanced forces, reasonably confidently, and were challenged to work with a piece of Blu-tack to find out how to make it float on water. Pupils contribute satisfactorily to direct questions during discussions but written work, by the age of eleven, is generally unsatisfactory. It is limited in the volume of work completed and the quality of language used, including scientific vocabulary. Strict supervision in some lessons leaves pupils insecure in working independently because they are used to being told exactly what to do and this does not help them to learn effectively.
101. The teaching of science, whilst broadly satisfactory, is variable. In the lessons seen, teaching ranged from unsatisfactory to very good. Behaviour is very carefully managed so pupils are generally well behaved. They are however used to adult support and many of them do not work with the growing independence expected of junior pupils. Teachers' pace and expectations are too low in some of the lessons and

this does not help to raise standards. The best lessons seen involved brisk teaching with good questioning and high expectations of what pupils could achieve. Very little behaviour management was required in these lessons because pupils were interested and fully involved in the exciting work they were doing. There is regular assessment of what pupils have done, particularly in investigative science, but a scrutiny of pupils' work shows that marking seldom gives pupils helpful advice that is followed up about how they can improve.

102. The management of science is good. The co-ordinator is experienced and keen to raise standards particularly in the light of low attainment in older pupils. Good time is made available for him to monitor science and to check planning and observe teaching. Priorities for developing science have been identified and these include the appropriate extension of more able pupils. Attention is also being directed at how to manage behaviour less stringently. Whilst current strategies lead to good controlled behaviour, they also inhibit learning and thus the raising of standards.

ART AND DESIGN

103. Standards are in line with national expectations at the end of Year 2 and below these at the end of Year 6. Standards have declined since the last inspection. In the few lessons seen the teaching varied. Pupils make satisfactory progress overall. Insufficient attention has been given to the development of the subject in the time since the previous inspection
104. In a history lesson in Year 1, the teacher used the pupils' prior knowledge and experiences and a good range of books as a visual resource to exemplify masks from Ancient Greece, Egypt, Africa and South America. The lesson was well interspersed with aspects of design and technology in the making of model animals. Very good learning resulted. Pupils with special educational needs gained from the additional support they received and achieved well in an activity they felt confident with. Pupils are generally enthusiastic about art, but a few are hesitant in trying things out unless they are shown what to do. This restricts their rate of progress. Pupils in Year 2 are encouraged to experiment with a wide range of materials to produce collage, reflecting for example, texture, and enjoy making pictures to illustrate stories or poems they hear in literacy lessons. They explain, enthusiastically, how they composed their vivid paintings of the 'Fire of London', recalling not only the techniques they had applied to super impose layers of colours to create flame effects but what they had to do to apply each new colour over the last. Because they had enjoyed learning about the history topic, they used the paintings to remind them of the key facts they had absorbed. This demonstrates how the more skilled teachers ensure pupils learn effectively and use prior experiences to develop new skills.
105. Teachers in the junior classes continue to build on pupils' work in the infants satisfactorily. For example, in a lesson in Year 4, pupils used a satisfactory range of drawing and painting media to explore a variety of textures and techniques to produce some interesting line drawings and images. Owing to pupils' limited prior experience and the teacher's inexperience in developing skills and ideas, the results were under-developed and cartoon-like in style. Evidence of art from Year 6 is limited in both quality and range. Pupils have painted effective landscapes, where the focus was on colour blending by merging sea and sky. In addition, pupils in Year 6 were engaged in exploring the style of pop art linked to their work in history about the Beatles. However, their skills of observation and accuracy in drawing are of a low level for pupils at this age. While a few 'copy' ideas fairly well, the majority applies limited imagination to create their own designs. Pupils lack confidence in their own ability and

are reluctant to use their initiative in order to work independently. There is very little art stored in the record folders of the older juniors. Evidence of computer-aided artwork is also of a limited range, for example in Years 2 and 3 pupils have explored the use of form, shape and texts and fonts but this work is not always linked to any specific theme or skill they are following elsewhere in the curriculum.

106. From the limited work seen teaching is good in the infant classes but is unsatisfactory in the juniors. Teachers plan using published guidance but there is no long-term plan for the development of concepts and skills. Teachers do not always check what pupils should already have covered, and to what standard, in order to extend learning further. In the few lessons seen and in discussion with pupils, there is a strong enthusiasm for art. For example, pupils in Year 2 have a developing technical vocabulary but the lower attaining pupils find difficulty in expressing their ideas. However, they were all enthusiastic about their paintings of the Fire of London because they had enjoyed learning about the topic in history and transferring this into vivid images to illustrate their perceptions. This demonstrates how the more skilful teachers explain how to build up the background to a watercolour picture before painting buildings and figures. They are also taught how to use a viewfinder to limit their field of vision when constructing landscapes and magnifying tools to observe detail more closely of materials and fabrics they use to develop collage. However, the overall range of skills and techniques developed is restricted. Pupils in Year 6 do have experience of using pastels, paint, charcoal, collage and clay, but the amount of three-dimensional work is very limited and pupils are not clear about any distinction between art and design and technology. Few are able to name a single famous artist and there is minimal evidence of how pupils study the work of other artists to gain ideas and skills. The subject lends little to pupils' cultural development.
107. The co-ordinator has a personal interest in art and has firm views on how the subject should develop. For example, in one lesson she combined the two Year 3 classes in order to teach the skills' element of the new technique pupils were to apply. This enabled her colleague to gain suitable understanding on how to develop the contents for her own class more effectively. However, the overall management of the subject is unsatisfactory. The subject has not had sufficient attention given to it to ensure planning and assessment meet current standards. The processes for planning and assessment are unsatisfactory.

DESIGN AND TECHNOLOGY

108. The standards attained by pupils at ages seven and eleven are broadly in line with national expectations. This is similar to the standards seen during the previous inspection. Progress is satisfactory overall because pupils show positive attitudes to their work in the subject, for example, talk enthusiastically about things they have made, and explain well, how successful they were. Pupils with special educational needs demonstrate the eagerness too and because much of the work is conducted in groups, they too make sound progress. Additional help from parents and other adults contributes to pupils' progress effectively.
109. The infant pupils have deigned a coat of many colours. They have explored constructing these with paper and considered how best to join the parts for maximum strength and effectiveness. Evaluations, led through class discussions with the teacher, have helped them understand how to improve their work. Designs they have drawn for the decoration of the coat have been transferred to the completed product and show imagination and good use of colour and pattern. The effective use of ICT to collate survey findings helped them consider a wider range of options. In another

lesson pupils explored playground rides. They conducted a survey of 'favourites' and prepared designs in sketchbooks. This preparation helped them to consider making a ride using a range of structures and materials and what would best suit particular age groups. This level of considered thought helps them make good progress.

110. Pupils in the junior classes have made fairground rides and musical instruments. No lessons were seen, but discussions with pupils and with teachers show pupils prepare designs using their prior knowledge and from their own imagination. Teachers give good basic information and safety advice. A variety of materials are used including papier-mâché, fabrics, card, wood and plastic items. Pupils test their projects, consider each other's work and make improvements after testing.
111. Discussions with teachers and pupils and a scrutiny of work shows that the teaching of design technology is satisfactory, but there are improvements to be made to further raise standards in the junior classes. In these classes, strict control of pupils' activity limits individual creativity, and insufficient time is given for pupils to think about and review their work. There is no consistent use of a clear design method where pupils record each stage and include evaluation and de-construction information. This would help pupils use a consistent format each time they have a project to complete.
112. The management of the subject is satisfactory. The new co-ordinator has produced a new long-term plan to ensure continuity and coverage throughout the school. Assessment opportunities are incorporated within the new guidelines as little is done at present to monitor progress as pupils move through the school.

GEOGRAPHY

113. Pupils at the end of both Year 2 and Year 6 attain standards that are expected for pupils of their age. There is no significant difference between the attainment of boys and girls. Tasks that are matched well to their capabilities enable all pupils, including those with special educational needs to make good progress. There has been an improvement on the standards since the previous inspection.
114. Pupils in Year 2 have a sound understanding of basic map skills. They draw simple maps of islands such as Struay in Scotland using picture symbols to show some of its geographical features. By studying its location and the life style of the people there, pupils begin to understand how and why it is different from living in Hull. The work is followed through into literacy sessions where pupils explore creative writing to illustrate their observations. Pupils in Year 1 learn about different types of houses in the immediate locality and contrast them with houses in other countries such as India. Pupils acquire better knowledge and understanding of exactly where they live and of other important places in the United Kingdom from the wide range of maps and pictures displayed around the classrooms.
115. By Year 6, pupils have sound map skills. For example, most know how to use an atlas to locate places. Through the detailed study of the hills and mountains of the British Isles they understand how different physical features influence plant and animal life and people's occupations. Some accurately name the main highland regions and in addition know the location of major towns and cities and rivers in the British Isles. Pupils have undertaken local traffic surveys to discover more about the geography of their immediate environment and have been involved in improving their surroundings through the setting up of a 'Millennium Garden'. Through their study of rivers, they gain a good understanding of the meaning of physical features. For example, they

describe the source of rivers, understand terminology such as erosion and know how features such as deltas, meanders, waterfalls and ox bow lakes are formed.

116. Teaching is satisfactory overall, and it is very good in the infant classes. Only two lessons, with Year 3 classes, were observed during the inspection. In these lessons, pupils learned how the climate of a place depends upon its location in the world. They studied extremes of climate such as frozen arctic and hot desert conditions. By looking at these extremes, through the eyes of people living there, they begin to appreciate how weather influences the way people live. The good teaching in one of the lessons is highlighted by the use of every opportunity to improve pupils' technical understanding. For example, pupils discuss how a flat map represents a round world, and how the tilt of the earth's axis results in hotter climates near the equator. Pupils are well motivated and learning is good because pupils are challenged to use correct terminology to describe location, vegetation and the climate of places depicted in photographs. The parallel lesson was satisfactory but some of its content was pitched at too high a level for the pupils for all of them to achieve well. This is because there is too rigid an adherence to a nationally produced scheme of work which uses terms such as 'climatic zones' that are inappropriate for this age group.
117. Resources are good, although there is restricted range of computer programs to support learning. The co-ordinator is well informed about strengths and weaknesses in the subject. For example, a recent analysis of pupils' work identified technical vocabulary as an area for development. Resources have been purchased to deal with this. The adaptation of a nationally produced scheme of work to better match the needs of the pupils and more emphasis on mapping skills are two further areas highlighted for development.

HISTORY

118. Pupils achieve standards that are in line with those expected nationally at the end of Years 2. Standards are below expected levels at the end of Year 6. This indicates that standards are the same as found in the last inspection. Pupils make good progress in the Infant classes where teaching is good. Teaching is sound in Years 3 and 4 and pupils' continue to make steady progress. However, because teachers do not place sufficient emphasis on the key skills of historical enquiry and interpretation of information, overall teaching in the upper junior classes is unsatisfactory. Progress of higher attaining pupils is generally satisfactory, but there is insufficient challenge for them to achieve higher standards. Pupils with special educational needs are supported well in some lessons, through work that is matched to their needs. Generally, they make progress similar to their peers, but achieve well below expected levels, because of their additional learning difficulties. Pupils' well below average skills in writing and independent research and investigation also limits their overall progress.
119. Pupils build on their limited prior knowledge in Years 1 and 2, extending, for example, their understanding of time, over hundreds of years, by comparing toys and artefacts from Victorian times and from their parents' and grandparents' childhood with those they are familiar with now. They know, for example, that life was different when their grandparents were young children with respect to their toys, life-styles and past times. From their work on the 'Fire of London', pupils gain a good understanding of significant events and the resulting consequences. With continued reminders of what they have recently learnt, because their work is displayed effectively around the classrooms, pupils sustain information well. In a lively lesson in Year 2, pupils became 'Florence Nightingale', and talked quite knowledgeably and with feeling, about the dreadful conditions soldiers faced in the Crimean War. Being in the 'hot-seat' was something

many wanted to do and those watching, listened intently, developing a good sense of how to ask searching questions to investigate the past.

120. This concept of time is further developed when pupils compare the time of Victorians and life now. They understand why rationing and evacuations happened in the war, but their understanding does not reveal any great depth, in as far as explaining what impact the war had on life in this country after that. From their study of invaders and settlers, pupils in the junior classes know people from various parts of the world have settled in this country and this knowledge and understanding contributes well to their cultural development. However, pupils when asked to explain or interpret information, struggle to express their ideas or apply independent thought confidently. For example, in a weak lesson in Year 6, pupils working on the life and time of the Beatles era struggled to apply clear thought, as to what they had found out about that period other than that it was different. The long-term influences of that period were not clearly debated because pupils are generally only confident with direct teaching. They focussed mainly on the very obvious and not to thinking beyond that. Throughout the school, pupils study famous historical figures, and understand the role people, including, for example, Henry the eighth and famous explorers, play in shaping social change. However, much of this work is information based, and pupils demonstrate their knowledge of a collection of facts rather than any consequences on life in general. Pupils' work in history, for example, the Ancient Greeks, helps them gain an awareness of other cultures and how they differ from the British traditions and values. But their understanding is at a fairly superficial level because they have few opportunities to articulate their ideas or write independently about what they have learnt.
121. Pupils' ability to interpret information, and draw their own views and opinions is very limited for a good number. These skills of inference and reflection and, their subsequent expression of theories and views, stems from their weak literacy skills. Because many pupils have well below expected levels of writing skills, the quality of their written work does not match what they know and understand. Similarly, because insufficient time is given to developing independent study skills, in many lessons pupils of all abilities follow the same work, and this limits the progress of higher attaining pupils. The use of ICT remains limited for such research activities, and this is an area for development. Teachers' expectations are not high enough, and from some of the worksheets used, it is evident there is insufficient challenge for the more able pupils.
122. Teaching, in the infant classes where a great deal of work is conducted through discussions and stories, is often very good. In the junior classes, teaching is broadly satisfactory, but with some weak elements, regarding written work and discussion opportunities. Pupils rely heavily on being directed and at the upper end of the school this leads to a significant minority just copying work and completing worksheets rather than learning effectively. When teaching is good, learning is generally more engaging resulting in at least satisfactory progress. For example, in a very good lesson in Year 4, the teacher's subject knowledge, and his lively interactive approach helped pupils make interesting observations and as a result very good progress. Pupils used the ICT facilities to support their independent research very effectively. Whilst teachers plan to sustain pupils' interest, they do not always plan challenging work for the higher attaining pupils. Analysis of pupils' work reveals that these more able pupils often complete the same work as the rest of the class, although it is often more neatly presented.
123. Classroom displays help fix information and ideas into pupils learning well, and they enjoy seeing their work presented for others to learn from. Marking does not always help pupils understand how to improve their work and often, because all pupils

produce the same work, it only measures accuracy and presentation, rather than quality of content. Assessment is informal and relies heavily on each teacher's personal records, mainly identifying work covered, rather than how well pupils achieve. This means that there is a lack of continuity and progression as pupils' achievements are not systematically and effectively recorded throughout the school.

124. The co-ordinator has not spent sufficient time to identify the quality of teaching, learning or standards. Monitoring has been ineffective, and the curriculum does not address the need to develop pupils' historical enquiry skills effectively, especially in the junior classes. Resources are satisfactory and good use is made of visitors to the school, museums and places of historic interest, to support teaching effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

125. Standards of attainment in information and communication technology are in line with national expectations for all pupils except those in Years 5 and 6. Standards in these year groups are below expectations. The lack of progress made by older junior pupils is allied to the relatively recent acquisition of sufficient computers for pupils to use to learn ICT skills. Most pupils make satisfactory progress in relation to prior attainment and progress since the previous inspection has been sound. Pupils with special educational needs are given good additional support to enable them to make good progress.
126. By the age of seven, pupils learn how to make choices and know that electronic devices respond to signals and instructions. They are confident in their use of the mouse and use skills like dragging and dropping to create a picture. Pupils make sound progress in using ICT skills in other subjects like English and history where simple word-processing skills include vocabulary like *delete*, *fill* and *brush*.
127. Older pupils in Year 3 learn how to use a database and learn about fields of information and scrolling when they use a database program to obtain information about birds. They are confident in their use of the computer and closely follow instructions to develop their skills and learn how to find even more information by accessing the taskbar. A good lesson in Year 5 showed pupils working with spreadsheets to input data from a survey on pocket money. Almost all pupils are able to work independently and have mastered the skills of logging on, selecting the required program and entering data on the spreadsheet. Displays around the school, including biographies in Year 6, show good use of word-processing skills and graphics programs. The behaviour of pupils is generally good and they are eager to try new tasks and to work on the computers. Where they work in pairs, they co-operate well and make good progress.
128. Teaching of ICT in the lessons seen was good. Teachers and support staff have received training and display confidence in working with pupils. Sound time is given in lessons for pupils to work on computers and they are effectively supported when they face difficulties. The full range of computers and the computer suite have only been available for a year and all pupils are making good progress. Older junior pupils have had the most to catch up with and their skills are not yet in line with national expectations.
129. The management of ICT is good. Many developments in recent years, for example the provision of the computer suite, have taken the school a long way beyond the action plan that was established following the previous inspection. The co-ordinator has worked hard to ensure that a comprehensive action plan is in place. A structured

scheme with opportunities to monitor and assess pupils' progress has been developed to ensure standards are raised for all pupils in line with expectations.

MUSIC

130. Standards are broadly in line with what is typical for pupils at the ages of seven and eleven. Pupils' progress from the Foundation Stage to the age of seven is good. All pupils achieve well and those with special educational needs make equally good progress. Progress to the age of eleven is slower and pupils do not achieve as well as the younger age group. This is particularly true of the upper two years, where achievement is somewhat restricted. Music provision has not improved since the last inspection, and in some respects, it has deteriorated. The specialist co-ordinator is no longer in post and there is no pianist on the staff. The last inspection reported that standards in choral work were good. During the inspection, very little singing was heard and no choral work was taking place.
131. By the age of seven, pupils have explored how sounds are made, using a range of tuned and untuned percussion instruments. They use symbols to represent sounds and create simple compositions. In a lesson in Year 2, pupils worked in groups to compose a piece of music. They used eight symbols to represent the sounds and they built and improved the composition by making agreed changes. The 'conductor' in the group understood how to change the tempo and there was evidence of good teamwork. In addition to composing and improving their pieces, each group was given the opportunity to perform to the whole class. In a lesson in Year 6, pupils were learning and singing a song from another culture. As well as enjoying the performance of the song to a CD accompaniment, pupils described and compared the music to others that they had recently encountered. As part of the lesson, pupils listened to and appraised a piece of recorded music, "Imagine" by John Lennon. Pupils showed commendable perception as they suggested possible moods of the writer. Pupils writing their own lyrics to the melody further enhanced the experience. Taped music is a regular feature in lessons, but the use of ICT to support teaching and learning is currently minimal.
132. Overall, teaching is satisfactory, with the best teaching taking place in Year 2. The unsatisfactory teaching is found in the upper years of the juniors. The best teaching is characterised by good planning, high expectation and the use of praise and encouragement. In the better lessons, music makes a useful contribution to pupils' personal development, as they learn to work together as a team and as they listen to and value the compositions of others. The features of unsatisfactory teaching include behaviour management strategies that are rigid and oppressive and teachers' expectations that are not high enough. In unsatisfactory lessons, teaching is over-directed and pupils have little opportunity to express their ideas and thoughts or enjoy making music. As a consequence, pupils' progress is limited and inhibited.
133. The co-ordinator provides satisfactory leadership. She has been appointed recently and has had insufficient time, as yet, to have a great influence on the overall provision. However, she has identified what steps need to be taken to develop music. The need for a consistent approach to planning has been addressed by the adoption of a commercial scheme, which covers all the areas of music required in the national curriculum. However, the scheme is not fully in use through the school, and there is no consistent form or use of assessment. It is recognised that the level of teachers' subject knowledge, in some areas of the school, is inadequate but there are teachers who have a very good knowledge and understanding, which equip them to deliver music very effectively. The co-ordinator monitors teachers' planning and has collected

some samples of music recorded on tape. Teaching is not yet monitored regularly in order to identify where developments need to take place.

134. Music resources are good. Each class in the lower part of the school has its own plentiful supply of good quality percussion instruments, sufficient for all pupils. There are also good and plentiful instruments, centrally stored for use by pupils in the upper part of the school. In addition to classroom space where music takes place, there are two halls, each with a piano, which provide a very good environment for performances. Two recorder groups meet for practice at lunchtimes and the pupils concerned play to a sufficiently high standard for them to accompany singing in assemblies. A small number of pupils enjoy very good string and brass instrumental tuition. There is very good teaching of individuals and small groups, and again, these pupils play well enough to perform in assemblies.

PHYSICAL EDUCATION (PE)

135. Standards in physical education are broadly typical of those found in other schools by the time pupils reach the ages of seven and eleven. Overall progress is satisfactory for the majority of pupils. Pupils with special educational needs are fully integrated into all the provision and make progress similar to their peers. Pupils receive a reasonably balanced programme of work, which encompasses gymnastics, games and dance. Swimming is included as part of the Year 4 programme, with a series of lessons taking place over a short period. The majority of pupils achieve the required swimming competency of 25m. The overall balance falls short of being good, because the school has chosen to omit adventure and outdoor activities from its PE curriculum. Provision is enhanced through the inclusion of a range of extra-curricular activities, including rugby, ice-skating, golf and dance groups. Football teams represent Years 4, 5 and 6. Participation in the extra-curricular activities makes a strong contribution to the social development of pupils.
136. There has been satisfactory improvement since the last inspection. Most of the reported weaknesses have been addressed. However, the one important remaining weakness is that there are still teachers who lack confidence in their subject knowledge, which has a negative effect upon some pupils' opportunity to develop their full potential. Since the last inspection, there has been unsatisfactory management of PE because of the lack of consistent leadership and this is the reason for the headteacher managing it as a temporary measure.
137. The quality of teaching is satisfactory overall and examples were seen of good and excellent teaching. The better teaching is exemplified by good planning and the delivery of lessons with good pace, where pupils are active and managed well. The best teaching is where teachers have high expectation, use encouragement and praise to motivate pupils. Above all, it is where teachers demonstrate an infectious enthusiasm for what they are doing. These characteristics were observed in a dance lesson with a class of seven year old pupils, where they interpreted a piece of music with ideas that included powerful movements, balance and counterbalance, the linking of movements and co-operative pairs work. Pupils developed a variety of body shapes and explored ways of supporting each other's weight. They evaluated and refined their own performance and that of other pairs. In this lesson, the teacher made good use of demonstration - her own and that of pupils.
138. Pupils have a good understanding of the health benefits of regular exercise and have learned about the changes that take place in their bodies during exercise. They are well aware of the need to change from their normal daywear into suitable and safe

clothing. Most teachers change into suitable clothing, even if only in terms of footwear to set good examples. A minority of teachers, however, do not change into appropriate dress thus projecting an unsatisfactory role model for their pupils.

139. The management of the subject is satisfactory. The curriculum for PE is satisfactory, based on nationally published advice, which ensures full coverage of the National Curriculum, as well as providing a good model for planning and assessment. The headteacher monitors teachers' planning, but monitoring of teaching is not yet satisfactorily established. The level of in-service training in the subject is unsatisfactory to advise as to how to raise standards. Accommodation for PE is good, with two halls and a good sized playing field adjacent to the school. The school has spent wisely on good quality resources and there is a good range of fixed and portable apparatus.

RELIGIOUS EDUCATION

140. Standards are in line with the expectations of the locally agreed syllabus at the end of Year 2 and pupils of all abilities make good progress because they enjoy learning. This good effort continues into Years 3 and 4 where standards are broadly as expected for pupils of these ages. But standards are below expectations at the end of Year 6. This is a decline since the previous inspection. There is insufficient emphasis given for pupils to discuss and reflect on the issues raised in their studies of other faiths and beliefs at the upper end of the junior classes. Pupils of all levels of prior attainment, including those with special educational needs, and from all groups make unsatisfactory progress in their learning in Years 5 and 6. The subject makes limited contribution to pupils' spiritual development or their understanding of how faiths, other than Christianity, impact of the way people conduct their lives. Messages illustrated through assemblies sometimes reinforce the work pupils do during lessons satisfactorily. The subject has not had a high profile in the school till recently.
141. Since the previous inspection, the school has begun to make effective use of the good range of artefacts to engage pupils' interest and extend their learning experiences. However, the school agrees that standards are below those expected at the end of Year 6. This is because pupils' literacy and communication skills limit their ability to interpret and reflect on what they are taught. Pupils do not cover the work set to sufficient depth and therefore have only a superficial understanding of topics covered in religious education. It is also evident some teachers are insecure in their subject expertise and work in pupils' books is at a fairly simplistic and factual level by the end of the juniors. In discussion with some higher attaining Year 6 pupils, it was clear pupils have retained some information about Christianity and Hinduism. However, their knowledge is very patchy and sometimes incorrect, for example, they struggle to make sound links about the common features that underpin all faiths.
142. In the infant classes teaching is good and teachers provide pupils with suitable opportunities to learn about Jesus and his birth and life, using references from the New Testament. They not only learn about Christianity, but also Hinduism and Judaism. Pupils enjoy listening to stories. Pupils, in a lesson in Year 1, are taught about the Jewish Torah and other special religious books. They understand that all sacred writings are special and that people pray in special buildings. Pupils understand Jesus is the Son of God, and know some of the more familiar stories from the Bible. Pupils generally understand that going to church to pray is special and they are familiar with key features of churches and the role, for example, of the vicar.

143. In the lower junior classes continues to be at least sound. Pupils reflect upon the good things in their lives and write their own prayers to say thank-you, linking into work they cover in 'circle-time'. They talk confidently during these sessions about what makes them happy or sad, and why they must consider the needs of others. Older pupils continue to learn, for example, about Islam, but pupils in Year 6 have very limited awareness of the 'Pillars of Faith' in Islam and why these are fundamental principles for Moslems. Pupils are confident in talking about the moral teachings the Bible reflects and that, Jesus told parables. They know parables are stories with morals. However, many do not know who key figures, including Mohammed was nor his importance in Islam, and some confused features in Islam with those of Hinduism. Higher attaining pupils, for example, know what a temple is but struggled to remember 'mosque' and to explain what a 'shrine' represents, or why incense is used in Hindu worship.
144. Younger pupils generally have positive attitudes to their religious studies and are keen to listen, especially when teaching is supported well with visual materials. This helps them to consolidate information. This interest wanes a little by Years 5 and 6 and pupils do not have a positive image of the subject. Teachers' planning indicates a range of suitable provision but the greater emphasis is on coverage of the syllabus rather than ensuring pupils have suitable opportunities to think about and express their own ideas and views, especially in their writing. Teaching does not always match the needs of pupils of different levels of attainment. Written work shows that pupils are frequently all given the same written information, usually aimed at a lower age than normally expected for pupils in Years 5 and 6. This approach restricts the progress of higher attaining pupils who have limited opportunities to compose their own version of the information they receive. Pupils have opportunities to acquire subject specific vocabulary but frequently understanding and accurate application of this learning is restricted because a good number of pupils are not confident speaking in front of others. Pupils' limited experiences of learning in this area, outside school, also restrict the progress they make. Pupils do use their ICT skills to seek information to support their learning, but often the material they gather is of a higher order than their reading skills.
145. The co-ordinator has a sound knowledge of the requirements of the Locally Agreed Syllabus and is looking at incorporating other national guidelines. Although planning is monitored, little attention is given to evaluate learning. Pupils' knowledge and understanding is not systematically assessed as yet to allow their progress to be tracked as they move through the school. There are satisfactory links with the local church and the vicar is a regular visitor to the school. This has a positive impact on pupils' personal and social development. Visits to places of worship other than those of the Christian faith and the school are restricted at present. Pupils' spiritual development through learning in religious education is minimal, although work in personal, social and health education provides pupils with valuable additional awareness of social and moral issues they need to consider. The subject makes a satisfactory contribution to pupils' awareness of other faiths but their view of the multicultural nature of this country's population remains limited.