

INSPECTION REPORT

INMANS PRIMARY SCHOOL

Hull

LEA area: East Riding of Yorkshire

Unique reference number: 117911

Headteacher: Ms Sally Morgan

Reporting inspector: Miss K Manning
20267

Dates of inspection: 24th – 27th March 2003

Inspection number: 247829

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: 5 to 11

Gender of pupils: Mixed

School address: Inmans Road
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Appropriate authority: Governing body

Name of chair of governors: Mr Paul Austin

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20267	K Manning	Registered inspector	Science Design and technology Foundation Stage	What the school should do to improve. How high standards are. How well pupils are taught. How well the school is led and managed.
9895	R Williams	Lay inspector		Pupils' attitudes, values and personal development. How good curricular and other opportunities are. How well the school cares for its pupils. How well the school works in partnership with parents / carers.
30823	B Clarke	Team inspector	English Religious education Music English as an additional language Educational inclusion	
28686	E Walker	Team inspector	Information and communication technology Art and design History Special educational needs	
31175	A Allison	Team inspector	Mathematics Geography Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large school with 346 pupils in classes from reception to Year 6. It serves the local community, which is more socially advantaged than most. This is reflected in the fact that fewer pupils than in most schools are eligible for free school meals. Almost all pupils are from white, English families and the number who speak English as an additional language is very low. Most pupils have been to nursery before starting in the reception classes and have already achieved standards that are above those expected for their age in all areas of learning. Despite this, tests used by the school suggest that an increasing number of children have a limited spatial vocabulary. Fifty-one of the school's pupils have special educational needs because of learning, physical or emotional difficulties. Of these, nine pupils have statements of special educational need. These figures are lower than the national average. Twenty-three pupils have been identified as being more able or talented academically or in sports, drama, dance and gymnastics. With the appointment of the headteacher and deputy headteacher the leadership of the school has changed since the previous inspection. The school is involved in a number of local and national initiatives aimed at raising standards and ensuring that all pupils have equal opportunities to make progress. This year, the school has won an Achievement Award for raising standards.

HOW GOOD THE SCHOOL IS

This is an effective school with significant strengths. The teaching is satisfactory and ensures that most pupils make steady progress from one year to the next. Standards in English, mathematics and art and design are above what is expected for pupils' ages. In most lessons, pupils behave satisfactorily and are keen to learn. Good leadership and management by the head teacher have brought about changes that put the school in a strong position to be able to continue to raise standards and improve the quality of teaching and learning. The school achieves this on an average sized income and provides sound value for money.

What the school does well

- Standards in English, mathematics and art and design are above what is expected for pupils' ages.
- Teachers are good at teaching writing, which results in many pupils attaining standards that are well above average by the end of Year 6.
- Pupils who have special educational needs linked to physical, emotional or learning difficulties are given all the help they need to make very good progress.
- The school's good provision for pupils' personal development is beginning to have a marked affect on their independence and maturity.
- The school has forged a close partnership with parents, which has a good effect on their children's learning.
- Clear direction provided by the headteacher and senior staff provide the school with a good basis for development and improvement.

What could be improved

- Standards in religious education are not high enough.
- The school has identified the most able and talented pupils but has only just begun to consider how best to help them achieve their full potential.
- Teachers' marking does not always help pupils understand what they need to do to get better.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a steady rate since the previous inspection. Standards in English, mathematics and science are rising at a similar rate to the national trend. Though there are still lessons that are taught unsatisfactorily or poorly, there are not so many as at the time of the previous inspection. The proportion of good teaching remains about the same; it is lower than in most primary schools. The headteacher and deputy monitor the quality of teaching in a systematic way, but not all co-ordinators have had the opportunity to do the same. Teachers now use programmes of work of good quality to plan work and there have been improvements to the school's procedures for assessing pupils' attainment and tracking their progress. Some teachers are better at marking pupils' work and letting them know what they have to do to improve than others and this remains an area for development. Other improvements include the initiatives that are aimed at enriching the curriculum and

extending pupils' personal development. These initiatives have been in place for only a short time but are already beginning to have an effect on pupils' behaviour and maturity.

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	B	C	A	C
mathematics	A	B	B	C
science	D	C	C	D

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

Children make steady progress during their time in the reception classes. By the end of the Foundation Stage, most have achieved beyond the skills and knowledge expected for their age in all areas of learning. Pupils continue to make steady progress in Years 1 and 2. Standards in reading and mathematics are above average and pupils achieve high standards in writing. This is a similar picture to last year's national tests when almost all pupils reached the level expected for their age and more than in most other schools achieved a higher level. Girls do better than boys at writing and teachers are trying to reduce the gap by planning activities that are interesting to boys and encourage them to write. Standards in science match those expected nationally. By the end of Year 6, inspection findings are that standards are above average in English, though pupils do very well in writing. In mathematics, standards are above average. In science, where fewer pupils than in most schools achieve a higher level, standards are average. Girls consistently outperform boys in reading. As with the writing in Years 1 and 2, teachers are aware of the gap and are trying to reduce it by choosing texts and books that are more interesting to boys. Overall standards are rising at a similar rate to the national trend though in recent years they have risen more quickly. In English and mathematics they fluctuate from one year to the next and it is only in science that the school's results have risen steadily in each of the last five years. Last year, the school set realistic targets for raising standards in English and mathematics by the end of Year 6. It matched the target in English but not in mathematics. Standards in art and design match those expected by the end of Year 2 but by the end of Year 6, pupils have achieved well and standards are above those expected. In religious education, standards do not meet those prescribed by the Locally Agreed Syllabus. In all other subjects standards match those expected for pupils' ages. Pupils who have physical, emotional or learning difficulties make very good progress and a number do extremely well to reach the level expected for their age in national tests. Pupils who are more able or talented do not get the same level of help and do not progress as quickly as they should.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to learning. Children in reception classes are keen to take part in what the school has to offer.
Behaviour, in and out of classrooms	Pupils' behaviour is generally satisfactory. When teachers do not maintain discipline behaviour can be poor.
Personal development and relationships	Good. Initiatives such as the school council are helping pupils gain independence and maturity. Children in the Foundation Stage make friends easily.
Attendance	Attendance is well above average, reflecting the fact that pupils enjoy school.

In a small number of lessons, pupils who have special educational needs linked to emotional and behavioural problems disrupt the learning of others.

TEACHING AND LEARNING

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

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

Although satisfactory overall, the quality of teaching varies from very good to poor. The teaching is unsatisfactory or poor when teachers fail to keep control of the class. In these few lessons pupils do not learn or make progress. English, mathematics and art and design are taught well. The teaching of religious education is unsatisfactory. All other subjects are taught satisfactorily.

Strengths of teaching: in all subjects teachers are good at teaching the basic skills and as a result pupils learn at a steady rate. The methods that teachers use are generally effective. The teachers are good at asking questions to find out what pupils remember or have learned during the lesson. Throughout the school, teachers make good use of literacy and numeracy homework. This has a good effect on learning and on pupils' performance in national tests. Teachers ensure that pupils who have special educational needs get the help they need in lessons.

Aspects of teaching that could be improved: teachers' marking is inconsistent and does not always tell pupils what they need to do to improve. The work planned is not always challenging enough for the most able and talented pupils. In the small number of unsatisfactory or poor lessons, teachers failed to maintain discipline and pupils' poor behaviour prevented them from learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched by a wide range of after-school activities and strong links with the local community and other schools.
Provision for pupils with special educational needs	Very good. The work, guidance and resources provided for these pupils helps them to make very good progress towards their personal targets. Pupils who are gifted and talented do not get the same level of support.
Provision for pupils with English as an additional language	The school has only a very small number of pupils who speak English as an additional language. They are given a good level of help and learn at the same rate as most other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is good and pervades all of the work of the school. Pupils' spiritual and cultural development is promoted satisfactorily through lessons and assemblies.
How well the school cares for its pupils	Staff take good care of pupils. The school's procedures for assessing pupils' academic performance are satisfactory and are improving. They are used effectively to measure pupils' progress and learning.

The school has successfully maintained its positive relationship with parents since the time of the last inspection. Teachers work closely with parents, who are kept well informed about their children's progress and are encouraged to become involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher is a dynamic leader who has a clear vision of how the school should develop. Other than in English and mathematics, co-ordinators are not yet monitoring the quality of teaching and learning in a rigorous or systematic way.
How well the governors fulfil their responsibilities	Governors do a good job for the school. They fulfil almost all of their responsibilities and are very much involved in setting targets for improvement and the continued raising of standards.
The school's evaluation of its performance	Satisfactory. The school identifies areas of concern in its performance and works hard to bring about improvement. The regular and systematic monitoring of teaching in English and mathematics has led to more effective teaching and learning.
The strategic use of resources	The school makes good use of staff and money with the prime aim of raising standards.

The school has a good number of suitably qualified teaching and non-teaching staff. All staff are deployed well to make best use of their expertise and to provide effective support to pupils. The school's accommodation is adequate to teach the curriculum. The school's financial management is good and staff and governors work hard to ensure that goods and services represent best value for the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents think that the teaching is good. • They are glad that their children are expected to work hard and do their best. • Most parents feel that the school works closely with them and that staff are approachable. • Parents say that their children like school. 	<ul style="list-style-type: none"> • Some parents would like a more interesting range of activities outside lessons and a considerable number do not know what activities are available.

Inspection findings confirm most of parents' positive views of the school. Most of the teaching is satisfactory rather than good but the proportion of lessons that are taught well is increasing. In general, children are expected to work hard and do their best. At the start and end of each school day, teachers and other staff are always available to talk with parents. The school provides a wide range of after-school activities. Most of these are aimed at older pupils but there are plans to ensure that younger pupils get their chance to take part.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In general, pupils in this school make steady progress and achieve the standards of which they are capable. Pupils who have special educational needs linked to learning, physical or emotional difficulties are given all the help they need to make very good progress and a number reach the level expected for their age despite their difficulties. On the other hand, pupils who are most able academically or who have particular talents in dance, drama, sports and gymnastics, progress at the same rate as most other pupils because the school's provision for their needs is not as good.
2. Most children have benefited from attending nursery before they start in the reception class. Records, tests, teachers' planning and children's work all show that they have achieved many of the early goals expected for their age and standards in all areas of learning are above those expected. However, the school uses a test that shows increasing numbers of children have a limited spatial vocabulary. Teachers use this test to identify children who have special educational needs.
3. Children make steady progress during their time in the Foundation Stage and by the time they leave the reception classes, standards continue to be above those expected for their age. Most have achieved the early learning goals and higher attaining children are working towards the first levels of the National Curriculum in communication, language and literacy, mathematics and knowledge and understanding of the world.
4. Effective use of the National Literacy Strategy and improved teaching have helped raise standards in English since the time of the previous inspection. Inspection findings are that standards in reading are above average by the end of Year 2 and pupils achieve high standards in writing. This reflects the results of last year's National Curriculum tests when all pupils reached the level expected for their age and a significant number achieved a higher level. Test results in reading have fallen in each of the last three years as teachers have spent more time on writing and because of the number of pupils in each group who had special educational needs. However, the extra attention to writing and the time spent on handwriting are reasons why pupils achieve high standards in this subject. Girls do better than boys at writing but there are no trends to their attainment in reading.
5. By the end of Year 6, standards in English are well above average. The high proportion of pupils who are already working at a higher level reflects the results of national tests. Girls have outperformed boys in national tests in each of the last five years. Teachers are aware of this and have taken steps to try and remedy the situation by introducing texts and reasons for writing that appeal more to boys. Last year, the school matched the realistic target it had set for raising standards in English.
6. Standards have also risen in mathematics. This is largely because of improved teaching and the effective use made of the National Numeracy Strategy. The results of national tests for pupils at the end of Year 2 showed that almost all pupils reached the level expected for their age and half achieved a higher level. Inspection findings reflect the results of national tests. Though most of the pupils in the current Year 2 classes are working at the level expected for their age, a significant number are already working at a higher level. By the end of Year 6, standards in mathematics continue to be above average, once again reflecting the results of national tests. Last year, far more pupils than in most other schools reached the level expected for their age and almost a third achieved a higher level. The school's results fluctuate considerably from one year to the next, depending on the

different abilities of each group of pupils. Last year the school failed to reach the realistic target it had set for raising standards because a number of pupils who were behind with mathematics joined classes in Year 6 and did not do well in national tests.

7. Standards in science have risen in each of the last five years. The results of last year's National Curriculum assessments by teachers showed that more pupils in Year 2 than in most other schools reached the level expected for their age or a higher level. Inspection findings are that most of the pupils in the current Year 2 classes are working at levels that are typical for their age, though some are set to achieve a higher level by the end of the year. The results of National Curriculum tests for pupils in Year 6 showed that standards were average. Most pupils reached the expected level but fewer pupils than in most other schools achieved a higher level. The co-ordinator has analysed the results and found that pupils lack the ability to devise and set up experiments for themselves. Inspection findings reflect the results of national tests and support the co-ordinator's analysis of the gaps in teaching and learning.

8. In English and mathematics pupils' performed as well as those in schools with similar proportions of pupils eligible for free school meals. This was not the case with science, where their performance was lower than that of pupils in similar schools. Despite this, the school's results in national tests are rising at the same rate as the national trend.

9. Standards in art and design have risen since the previous inspection. By the end of Year 2, they match those expected for pupils' age. However, good teaching ensures that pupils in Years 3 to 6 develop an increasing range of skills and techniques and extend their knowledge and understanding of artists and their work. Consequently, by the end of Year 6 standards are above those expected for pupils' age.

10. In history, standards have risen by the end of Year 2. This is because the school now uses a programme of work of good quality and as a result pupils gain a thorough knowledge of major historical figures and events in history. Standards have been maintained by the end of Year 6 and continue to match those expected for pupils' age. In geography it is the other way around. Standards have been maintained by the end of Year 2 and continue to match those expected for pupils' age. They have risen by the end of Year 6, where they also match those expected for pupils' age. This is largely due to the way that teachers have addressed weaknesses identified in the previous report. Consequently, pupils are now able to use globes, maps and atlases more accurately and understand why the areas they study are different.

11. Standards in design and technology have fallen since the previous inspection, though they remain in line with those expected by the end of Years 2 and 6. This is largely because teachers have concentrated their efforts on English and mathematics in the last few years but is also because changes to staffing left the school without a co-ordinator for a time. Standards have also fallen in physical education, though they also remain in line with those expected by the end of Years 2 and 6. Throughout the school, pupils achieve good standards in dance. They also do well in swimming and most swim at least the recommended distance by the time they leave the school. Standards in gymnastics and games match those expected for pupils' age. A number of pupils have been identified as talented in physical education.

12. In religious education, standards remain very much as they were at the time of the previous inspection. By the end of Year 2 pupils' knowledge and understanding match the standards prescribed by the Locally Agreed Syllabus. By the end of Year 6, pupils' limited knowledge of the Christian faith and a confused understanding of other world religions means that standards are below what they should be. The school recognises that this is an area where improvements are needed.

13. In all other subjects standards match those expected for pupils ages. In information and communication technology the school has kept pace with recent developments. By the end of Year 6, most pupils are confident when using computers and use their skills to help them learn in other subjects. In music, standards have been maintained and continue to match those expected by the end of Years 2 and 6 though there are gaps in pupils' ability to compose music.

Pupils' attitudes, values and personal development

14. Pupils of all ages show good attitudes to their work and their life in school. These attitudes have been maintained since the last inspection. Pupils are proud of their school and show considerable respect for the building and resources provided for them. For example, pupils explained that *we wear indoor footwear to look after the classroom carpets and we like to do it to keep the school nice*. Throughout the school, pupils enjoy the work that teachers plan for them, especially when it involves finding out for themselves, exploring and experimenting. Children in the reception classes come into school eager to see what the day has to offer and, generally, with a smile on their faces. Older pupils are keen to attend extra-curricular activities and about 25 boys and girls attend the weekly judo club that takes place before school. Pupils in Years 5 and 6 say that they enjoy learning to speak French, but are often shy of using their new language, though they say that it will *come in handy* on holiday. Attendance levels are well above those of most other schools, reflecting pupils' good attitudes and willingness to learn.

15. In lessons, when they are managed well and teachers set clear limits for acceptable and unacceptable behaviour, most pupils behave satisfactorily. For example, in a good mathematics lesson, pupils in a Year 5 and 6 class settled quickly to explore three-dimensional shapes because the teacher was very clear about what they had to do and how she expected them to behave. However, in those lessons where teachers fail to maintain discipline pupils too often behave poorly. Sometimes they are influenced by the disruptive behaviour of pupils who have special educational needs linked to emotional or behavioural problems. Children in the Foundation Stage generally behave well in lessons, though one or two take a long time to follow the instructions of teachers. Older pupils lack the self-discipline needed to behave well without constant reminders and adult supervision.

16. At breaks and lunchtimes most pupils behave well. They play together amicably and there are few incidents of fighting or bullying, though the behaviour book contains numerous accounts of naughty behaviour. At the end of playtime a significant number of pupils ignore the rule to stand still when the whistle is blown and there is quite a bit of shuffling and noise as they come back into school, especially when they have to wait for teachers who are not there to greet them. Despite all this there have been no exclusions from the school in the past year, though detentions during break times are quite common.

17. Pupils' personal development and the relationships between pupils and staff are good. The school encourages independence and responsibility from the reception class onwards. Younger pupils learn to clear up after completing activities, return registers to the office and to get changed quickly and confidently. Older pupils act as librarians and sports team captains and they officiate with audio and projection equipment at assemblies. The school makes good use of a variety of initiatives to interest pupils and encourage research and independent learning. The recent *creativity week* involved a project on giants, which encompassed most subjects. It was very popular with pupils, who voted it *exciting* in their evaluations. The school council is beginning to have an effect on pupils' personal development. They take this job very seriously and make realistic suggestions about how the school should be run and what could be done to improve things. For example, during one meeting they considered where best to place suggestion and comment boxes so that pupils could report any problems they had to teachers and do this anonymously.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching has been maintained since the previous inspection and continues to be satisfactory. In lessons, the quality of teaching ranged from poor to very good. However, most lessons were taught satisfactorily and well over a third were taught well. Only a small number were unsatisfactory or poor, though this means that the school has not been entirely successful in tackling the issue of improving the quality of teaching that was identified in the last report.

19. In English and mathematics, where teachers have had substantial training and make effective use of the National Literacy and Numeracy Strategies the teaching is good and ensures that a significant proportion of pupils achieve a higher level. Throughout the school, teachers are good at teaching the basic skills of literacy and numeracy. In the Foundation Stage the emphasis is on the development of speaking and listening skills and widening children's mathematical knowledge. In reception classes, children are given daily opportunities for reading, writing and using numbers. In Years 1 and 2, teachers ensure that pupils are taught the sounds of letters and use this knowledge to read and write. In Years 3 to 6 they use the National Literacy Strategy to ensure that spelling, punctuation and handwriting are given due attention. For example, in a very good poetry lesson, the teacher built on what pupils in Year 3 had already learned about suffixes and tenses and as a result pupils of all abilities were accurate in their use of tenses in their poems. In numeracy lessons, pupils are taught the basic skills of number during mental mathematics sessions. For example, pupils in Year 4 were taught to double and half numbers to help them multiply by six and eight. Each day pupils are given time to practise their skills and use them to solve problems.

20. The methods used to teach other subjects are effective and have contributed to the rise in standards in science, art and design, history and geography. Teachers have adapted the approach they use to teaching English and mathematics to other subjects. Most lessons start with the teacher outlining the aims of the lesson and end with a session when the teacher reviews how well pupils have achieved these by questioning them about what they have learned. In general, teachers are good at questioning pupils to assess what they know and can do. Skilful questioning enables all staff to ensure that pupils are on the right track in their learning and allows them to use questions to help pupils build on their prior learning and help them to understand. For example, in a science lesson pupils were helped to understand that all of the variables but one have to be the same in order for a test to be fair. Teachers also make good use of homework to further support and increase pupils' learning. From the Foundation Stage onwards, pupils are expected to read at home and as they get older pupils are given more frequent and difficult homework in English and mathematics and in researching other subjects. All this has a good effect on their learning and on their performance in national tests at the end of Year 6.

21. Though teachers always mark pupils work there are inconsistencies in the way that they do it that result in pupils not knowing what they need to do to improve. Pupils' books show that teachers often give praise for work and effort but it is only in English, mathematics and science in which the comments they make tell pupils what is wrong and challenge their thinking. In some subjects, the marking is related to spelling and punctuation rather than the subject itself. Several of the subject co-ordinators have identified this as an area of teaching that needs to be improved.

22. Teachers try to ensure that pupils have equal access to the curriculum. In many lessons, small numbers of lower attaining pupils or those who have special educational needs are withdrawn from lessons for extra help with literacy and numeracy or for coaching in music. Teachers ensure that the way this is organised means that pupils catch up with the work they have missed and are not out of the same lessons each week. Similarly, teachers try to ensure that all pupils have the same opportunities to make progress. Throughout the school, teachers ensure that pupils who have physical, emotional or

learning difficulties are given extra help in lessons. The work they are given is often pitched at an easier level and aimed at helping them achieve the targets set out in their individual programmes of work. Very often they benefit from working in small groups with extra help from teaching assistants or other adults.

23. The most able pupils and those who are gifted and talented do not get the same good deal as those who have learning difficulties. The school has identified these pupils but teachers are not yet planning work that meets their needs in the same systematic way that they do for those who have learning difficulties. The headteacher and co-ordinators recognise that in a school that prides itself on ensuring that all pupils have equal opportunities to achieve their full potential, this is a priority for development.

24. Most teachers manage pupils well enough. Their success is built on the good relationships that they have with pupils. Teachers treat pupils with respect and in general, pupils respond by behaving satisfactorily. It is when this management of pupils breaks down that teaching is unsatisfactory or poor. In these lessons, the poor behaviour of a small number of pupils often encourages others to behave in a similarly unruly manner, with the consequent result that pupils learn very little.

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

Learning opportunities

25. The school continues to provide a rich curriculum, which meets statutory requirements to teach all subjects of the National Curriculum. Teachers use the Locally Agreed Syllabus to teach religious education, though at present it is not taught in sufficient depth in Years 3 to 6 and this is one of the reasons why standards are not high enough. The curriculum for children in the Foundation Stage is appropriate and based on the areas of learning recommended for children up to the time they leave the reception class. Provision for pupils' personal, social and health education is good. Sex and relationships education and topics about healthy lifestyles and the misuse of drugs help to promote pupils' personal development.

26. A wide range of after-school sports and clubs enrich the curriculum and help to promote pupils' social development. They gain a good sense of fair play and a strong competitive spirit that helps the school to do well in local tournaments and sports events. Educational visits in the area and a residential visit for the oldest pupils extend the range of pupils' experiences and contribute well to their learning and personal development. Older pupils are taught to speak French, further promoting their cultural development and putting them one step ahead when they get to secondary school.

27. Staff work hard to ensure that pupils have equal access to the curriculum and the same opportunities to make progress. They have succeeded with regard to those pupils who have physical, emotional or learning difficulties. Teachers ensure that the targets in pupils' individual education plans are specific and that their progress is reviewed regularly with parents. Teachers pay careful attention to their needs in lessons and ensure that they have equal access to the school's curriculum and are included in all activities. Care is also taken to ensure equality of opportunity for pupils who join part way through their education. While gifted and talented pupils have equal access to the curriculum there are not always activities planned to extend their talents.

28. The school has implemented the National Literacy and Numeracy Strategies successfully and they have been instrumental in raising standards. Most teachers also make satisfactory provision for

pupils to use their literacy, numeracy and information and communication technology skills in other subjects of the curriculum.

29. The school has maintained the good links with the community which existed at the time of the previous inspection. Pupils give generously to charities and they visit residential homes for the elderly with gifts and to sing. There are excellent links with local industry and pupils visit their sites to learn about the wider world. The school holds an *Industry Day* every second year for pupils in Years 5 and 6. At these events representatives of industry and the community; for example from *British Petroleum, British Aerospace and Humberside Police*, lead activities that give pupils a real insight into their work.

30. Teachers have also forged strong links with other local schools and colleges. A number of students work in the school as part of their training. Pupils benefit considerably by having extra adults around to help them. In addition, the school works closely with the local secondary school so that pupils are confident about moving from Year 6 to Year 7. When asked pupils say that they look forward to this time and to the *Leavers Prom* but that they will be sorry to leave their old school.

Personal development

31. Provision for pupils' spiritual development is satisfactory. The school has developed a safe, caring environment in which pupils flourish. All pupils are valued and included, fostering a feeling of self worth. Through the provision of *good-work* certificates and opportunities for sustained work in many lessons, pupils develop self-esteem for work well done. The weekly class discussion times give good opportunities for pupils to explore feelings and understand human emotions. School assemblies provide satisfactory opportunities for promoting moral values, encouraging a sense of community or celebrating pupils' achievements. Opportunities are sometimes missed for moments of reflection and thoughtful prayer, limiting the spiritual contributions on these occasions. Teachers plan few opportunities to develop pupils' sensitive responses; for example, through musical appreciation, or promoting a sense of awe and wonder about their world. In religious education lessons, too few opportunities are provided for pupils to develop insights into the beliefs and values of others.

32. Provision for moral development is good. Through the weekly presentation of *courtesy cups*, the school effectively emphasises the importance of respect and care for others. The difference between right and wrong is stressed and the impact of pupils' actions on others is discussed carefully. Pupils are actively encouraged to develop empathy as they support others less fortunate. For example, pupils in Year 5 recently organised a *Bring and Buy Sale* to support an international appeal for water in another country. Through the *Investors in Pupils* initiative, pupils gain a wider perspective about the impact of their actions on others; for example, picking up litter to ease the work of the caretaker.

33. Provision for social development is good. The school council gives pupils good opportunities to be involved in the decision-making processes of the school, taking responsibility at class and council levels. Teachers provide good opportunities to develop co-operative skills in lessons by organising pupils in pairs and small groups. Sometimes older pupils effectively support younger pupils. For example, each week pupils in Year 6 read with those in Year 1 and choose suitable storybooks for them. This promotes good stewardship and the requirement to consider others' needs. Older pupils are sometimes given additional responsibilities to help with the smooth running of the school, for example by acting as school librarians, but such opportunities are limited. Pupils in Year 6 distribute harvest gifts to elderly people, and members of the choir provide musical entertainment at Christmas for members of the Lifeboat association. This helps them to understand life in the community. The good range of extra-curricular activities and residential experiences helps to expand pupils' confidence and self-esteem.

34. Provision for cultural development is satisfactory. Pupils develop a sound understanding of local cultural traditions by visits to places of historical interest and theatre performances such as Shakespeare's *Macbeth*. Through the harvest assembly, pupils learn about harvest celebrations in other religions. In art, pupils encounter the works of famous artists. Pupils hear music from other lands and a few older pupils play the violin. In geography, pupils encounter other lifestyles. However, pupils' knowledge and understanding of the rich diversity of multicultural society within Britain is underdeveloped, and is an inconsistent feature in religious education lessons and displays around the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has maintained the high level of care found at the time of the last inspection. Procedures for child protection are well established and the headteacher, a senior teacher and midday supervisors have had training and understand them. Staff take good care of pupils and arrangements for health and safety, including first aid and fire drills, are important elements of the life of the school. Staff take great care to ensure that the accommodation and resources are accessible to pupils who have physical difficulties. Healthy eating is promoted well through well-chosen menus for lunches and through another school initiative *Fruit in Schools*. This is being piloted at the school and free fruit is supplied to pupils in Years 1 and 2. Governors have chosen to provide catering and kitchen facilities at the school in order to give pupils the option of a cooked meal at lunchtime. This proved necessary when the previous meals supplier withdrew and shows the high level of commitment and care the school provides for its pupils.

36. Governors and the headteacher examine the premises and grounds regularly and written risk assessments are recorded and acted upon. There are risk assessments also for trips and visits outside school. Almost all staff are fully trained in first aid and good records of any accidents are kept.

37. Procedures for monitoring and improving attendance at the school are satisfactory. Records are kept on computer and are analysed regularly to ascertain which pupils have poor attendance records. The headteacher shares this information with the educational welfare officer during regular visits to the school. A late book is also kept. There is no formal system at the school for following up absent pupils on the first day of their absence and the administrative officer responsible for attendance analysis has had no current training in the appropriate software.

38. Procedures for monitoring and promoting good behaviour are good. The school behaviour policy is very positive and teachers and other staff emphasise the use of rewards to encourage pupils. Pupils play their part in devising their own class rules and, when necessary, their individual behavioural targets too. The school keeps good records of sanctions, such as *time out*, and the headteacher ensures parents are fully involved in the case of more serious incidents. Teachers make good use of personal, social and health education lessons and in class discussions to deal quickly with any incidents. This works well to defuse tensions and find solutions to any problems, especially bullying sexism or racism.

39. Procedures for promoting pupils' personal development are good and teachers know their pupils well. The school has recently started the *Investor in Pupils* project, which is class based and is aimed at pupils setting class goals as well as their own targets for work and behaviour. Pupils are already showing great interest and commitment to this project, and are clearly benefiting from the initiative. Another focus for pupils' personal development within the school community is the school council, composed of elected representatives from each class. They, in turn, elect their own officers and there is a chairman, treasurer and secretary, who function as such at meetings and act as an

executive. This good encouragement and support are helping pupils to act responsibly and take an active part in their own social development and learning.

40. Since the previous inspection the school has improved the procedures for assessing and monitoring pupils' academic performance and they are now satisfactory. In English and mathematics teachers make good use of standardised tests to see how well pupils progress from one year to the next and to set targets for attainment. A thorough analysis is made of test results to identify trends in attainment and to look for gaps in learning. Pupils' progress in most other subjects is checked regularly and it is only in religious education in which procedures are not good enough. Teachers have good systems for assessing and recording the progress of pupils who have special educational needs. They have not yet extended these procedures to assess and record the progress of pupils who are gifted and talented. In the Foundation Stage, teachers measure children's progress against the early learning goals. They do this through frequent observations but also use a number of tests to judge children's skills and knowledge at the start and end of the reception year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. A strength of the school is the partnership that it has with its parents. As the last inspection found, parents have very positive views about the school. They judge it to be very good and consider that their children receive a good education there. They believe that the teaching is good and that they are welcome in school. On each day of the inspection, several parents took the opportunity to speak to teachers over concerns, or simply to find out about their children's progress. The parents' association is very active and contributes to the social life of the school as well as making a substantial financial contribution for much needed resources and improvements.

42. Overall, the information provided for parents is of good quality. There is good pre-school information for parents new to the school, through the prospectus, the governors' annual report, and at the induction meeting for them. Newsletters are well produced and informative and the *Inmans Info* occasional newspaper, which is produced entirely by pupils, gives a good insight into pupils' views. Annual reports on pupils' progress give a clear picture of their achievements and targets for improvement. The school consults with parents through surveys and at open meetings held each term to hear their views on school matters and these meetings are always well attended. However, the governors' annual report does not contain the required information on pupils with disabilities. Teachers and support staff work closely with the parents of pupils who have special educational needs and they ensure that parents are involved in reviewing their children's progress and know how to help them at home.

43. Parents are encouraged to help their children to learn through homework and by helping in classrooms. Several parents commit time regularly to helping in classes, and others help to supervise on school visits. Homework and reading diaries are used by teachers and parents to help with learning and they are used well as a means of communication. As well as school workshops for curricular initiatives, the school has provided a course for parents in basic computing. Parents have a good effect on their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school are satisfactory; there are strengths and some areas that could be improved. The headteacher is a dynamic leader who has a clear vision of how the school should develop. In the last two years she has introduced several initiatives that are now beginning to have a positive impact on pupils' personal development. For example, the Investors in Pupils project helps pupils understand how their actions have an effect on others. In addition to this

the headteacher and one of the senior staff are very much involved in local education authority projects aimed at ensuring that all pupils have equal access to the curriculum and at raising standards in speaking and listening. With clear direction from the headteacher, teaching assistants have benefited from training as part of the *Teaching-Talking* project and this has helped raise the quality of teaching. All these initiatives put the school in a good position to be able to continue to raise standards and improve the quality of teaching and learning.

45. The headteacher, staff and governors have agreed priorities for leading the school forward. Most of these are very relevant but some are no more than the every-day work of the school. The inclusion of targets identified for each subject mean that there are too many targets for them to be achieved easily. However, the headteacher feels that they are manageable and staff monitor how successful they have been at the end of the year and targets that have not been reached are carried over to a second year. Subject co-ordinators' sound understanding of the strengths and weaknesses in their subjects is evident in the priorities they identify for further development. For example, the co-ordinator for science is aware of the gaps in teaching and learning and has made looking at the way scientific enquiry is taught a priority for monitoring when her turn to observe teaching comes around.

46. The headteacher manages the school well and has made a good start at monitoring the quality of teaching. Information from observations of teachers is used to agree targets for their continued professional development and to determine what training is needed to improve the quality of teaching. Monitoring by advisers from the local education authority ensures that teachers get an independent view of their teaching. Co-ordinators have differing degrees of experience of monitoring the quality of teaching and learning. Co-ordinators for English and mathematics have had regular opportunities to monitor teaching and to analyse pupils' books and the results of national tests. They make effective use of the information gained to determine gaps in teaching and learning. In other subjects, co-ordinators have not had opportunities to do this as regularly or systematically and do not have the same depth of knowledge about standards or teaching.

47. The leadership and management of provision for pupils who have physical, emotional or learning difficulties are very good. The co-ordinator carries out all duties conscientiously and maintains close contact with staff, parents and outside agencies. Additional funding to support these pupils is put to good use to provide extra help in classes and additional resources. At present there is no one to lead or manage the school's provision for pupils who are more able, gifted or talented. Consequently they do not get the same good deal as pupils who have difficulties with learning. This is an area for further development, without which the school cannot be certain that all pupils have equal opportunities to achieve their full potential.

48. Governors are knowledgeable about the school and share the headteacher's view of how it should develop. They fulfil most of their statutory responsibilities to the school, though some information is missing from their annual report to parents. Together with senior staff they have tackled each of the key issues from the previous report. They have not been entirely successful in raising the quality of teaching or improving teachers' marking but they have put steps in place to make both possible.

49. Financial planning and control are good. Governors keep a close eye on the school's finances and have a thorough understanding of the principles of best value. This means that they are always looking for value for money in their spending and try hard to ensure that, in turn, they provide the best service possible. They work closely with the headteacher to set and agree the budget and ensure that all additional funding is used for its intended purpose. The school administrative staff exercise good control of day-to-day spending within the limits agreed by governors and action has been taken on all points raised for improvement in the most recent audit of the school's financial procedures.

50. As a result of governors' decision to increase the amount of budget spent on staffing, the school has a good number of teachers and teaching assistants. All are well-qualified and continue to improve their performance through training and the school's procedures for professional development. There are good procedures in place to introduce new teachers and students to the school, so that pupils' learning is not adversely affected. For example, the staff handbook provides detailed information about the day-to-day running of the school and all newly appointed teachers have a mentor to help them settle in to the school's routines.

51. The accommodation is satisfactory. Pupils' have benefited from recent improvements and extensions to the building, such as the installation of a suite of computers. However, the headteacher and governors believe that further improvements are necessary because some lessons are disrupted when other classes have to walk through their teaching areas to get to other rooms or the hall. In classrooms and corridors, lively and interesting displays make the school an attractive place for pupils to learn.

52. The school has sufficient resources to teach the curriculum. Some subjects are better resourced than others and the lack of resources for religious education is one of the reasons why standards are not high enough in this subject. Teachers make good use of educational visits and visitors to the school to support pupils' learning and give them first-hand experiences in subjects such as art and design, geography and history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. Governors, headteacher and staff should

Raise standards in religious education by;

- ensuring that the curriculum matches the requirements of the Locally Agreed Syllabus,
- increasing the time spent teaching religious education,
- improving the teaching by more monitoring of the teaching and teachers' marking,
- providing training for teachers who need it,
- increasing resources.

(paragraphs 145 - 149 of the commentary)

Ensure that the most able and talented pupils achieve their full potential by;

- agreeing and implementing a policy for managing these pupils,
- planning challenging work for pupils who are more able academically,
- assessing and recording their progress in a systematic way,
- using information from assessment to pitch work at the right level and set targets for their continued achievement,
- making use of all available resources to promote their talents.

(paragraphs 23, 40, 47 of the commentary)

Increase pupils' understanding of their learning by ensuring that teachers' marking helps them understand what they need to do to improve.

(paragraphs 84, 92, 99, 114, 119 of the commentary)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	25	35	2	2	0
Percentage	0	7	36	51	3	3	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	346
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	51

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	28	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	25
	Girls	27	28	28
	Total	51	52	53
Percentage of pupils at NC level 2 or above	School	94 (98)	96 (98)	98 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	24
	Girls	28	28	28
	Total	52	53	52
Percentage of pupils at NC level 2 or above	School	96 (98)	98 (98)	96 (98)
	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	24	29	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	23
	Girls	27	24	26
	Total	47	46	49
Percentage of pupils at NC level 4 or above	School	89 (84)	87 (76)	92 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	22
	Girls	27	23	27
	Total	48	44	49
Percentage of pupils at NC level 4 or above	School	91 (86)	83 (78)	92 (100)
	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	341	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	3	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	1	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.9
Number of pupils per qualified teacher	24.9
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	215

Financial year	2001
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	£
Total income	681,606
Total expenditure	681,371
Expenditure per pupil	2084
Balance brought forward from previous year	47,000

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	71 (20.5%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	3	1	0
My child is making good progress in school.	49	44	6	1	0
Behaviour in the school is good.	38	51	7	3	1
My child gets the right amount of work to do at home.	35	54	11	0	0
The teaching is good.	54	42	3	0	1
I am kept well informed about how my child is getting on.	45	48	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	37	1	0	0
The school expects my child to work hard and achieve his or her best.	61	38	1	0	0
The school works closely with parents.	44	45	7	3	1
The school is well led and managed.	48	44	7	1	0
The school is helping my child become mature and responsible.	46	46	6	1	0
The school provides an interesting range of activities outside lessons.	24	35	13	4	24

Other issues raised by parents

Nine parents made mainly negative comments about the range of activities outside of school, homework, supervision in the playground at break and lunchtime and the lack of challenge for more able pupils.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. When they start in the reception classes in the term of their fifth birthday, children have already benefited from attending nursery. Consequently most have already achieved many of the early skills and knowledge expected for their age. They are confident and outgoing, know about books and reading, count and use mathematical language and have a good knowledge of the world. They are physically agile and also have the skills needed to manipulate paintbrushes and play musical instruments competently.

55. Although a significant number of lessons are taught well, the teaching is satisfactory overall and ensures that children make steady progress during their time in the reception classes. Teachers' planning is very detailed and ensures that, having mastered the skills expected for their age, children move easily on to the more formal work of the National Curriculum. Both teachers, who are relatively new to teaching in this key stage of education, have done a good job of ensuring that children have equal opportunities to make progress and get a fair deal from the school. A good feature of the teaching is the way that many activities involve aspects of several areas of learning. For example, when listening to a poem about a railway journey, children learned about musical tempo and composed their own song along the lines of *The Wheels on the Bus* at the same time as they expanded their knowledge and understanding of types of transport and extended their vocabulary. This is a feature of the teaching that works well.

Personal, social and emotional development

56. This area of learning is taught satisfactorily and children's personal, social and emotional development is above what is expected by the time they leave the Foundation Stage. Teachers promote children's personal, social and emotional development through activities such as, stories, circle time and in the day-to-day running of the reception classes. At some time each day, children come together with their teacher to talk about what they have been doing or listen to a story with a moral message. For example, the youngest children learned about helping others through listening to a story about a Monkey King. At the end of many activities children are expected to tidy away and they get their shoes and coats for playtime. Though older ones do this well the youngest children are sometimes more inclined to carry on with what they are doing rather than follow directions. When playing together children listen to what others have to say and often incorporate their ideas into the game or imagined situation. This happened when a group of children played in the *railway ticket office* and one took on the role of the ticket collector.

57. Much of the confident behaviour results from the good relationships between adults and children. Teachers and support staff are patient and understanding. They explain instructions clearly so that children know exactly what is expected of them. For example, a quiet word from the class teacher helped one girl understand that it was unsafe to climb over chairs.

Communication, language and literacy

58. When they start in the reception classes, most children have a good understanding of books and writing and are confident when speaking to adults and one another. Satisfactory teaching ensures

that children continue to make steady progress and that most achieve standards that are above what is expected for their age. A number of the most able children are working towards the first levels of the National Curriculum.

59. Teachers promote the development of language in everything children do. They never miss an opportunity to engage children in conversation about their work or themselves. Consequently, children are keen to talk about their work and talk at length about themselves. Most speak clearly and make suitable responses when asked questions by an adult. In discussions, teachers use technical language to widen children's vocabulary. For example, when looking at the cover of a book, children copied the teacher's use of the terms author, title and illustrator. They also got very excited when they spotted *key words* from their reading list and the most able identified them within longer words.

60. Teachers have successfully adapted the format of the National Literacy Strategy to suit the needs of children in the Foundation Stage. Each day, children are given opportunities to read books, listen to stories and write. This is the starting point for the above average standards achieved by the time pupils leave the school. Children enjoy reading and chuckle over the antics of their favourite characters. When reading, children use the pictures to give them clues and sound out letters to help them read unfamiliar words. Teachers make good use of parents to ensure that children get to read to an adult most days. In one class the parent keeps useful records of all the books that children have read. These records often include comments about how well children are doing but rarely identify where they have difficulties.

61. A good feature of the teaching is the way that teachers use the sounds that letters make to help children read and write. Children have a good understanding of the sounds of letters and use this to help them read unfamiliar words. It also helps the most able children make plausible attempts to spell words and phrases such as *a ty mws* (a toy mouse). Right from the start, children are shown how to form and join letters correctly. As a result, their writing is usually clearly shaped with spaces between words. Teachers provide many reasons for children to write about the topics they study and what they have been doing. Consequently, children are keen to write their own sentences or have the teacher write sentences that they can copy.

Mathematical development

62. Overall, the teaching is satisfactory, though some lessons are taught well. Carefully planned activities and daily opportunities to count and use mathematical language help children to make steady progress in recognising numbers, counting and in adding and taking away. As a result, standards are above those expected for children's age and the most able are already working towards the first level of the National Curriculum.

63. Teachers ensure that children have opportunities to count and look at numbers each day. This is often done through number rhymes and songs, which children enjoy tremendously. As a result, most children count and order numbers to 30. Teachers also plan activities that help children gain an understanding of shape and measurement. For example, children printed and painted repeating patterns of common two-dimensional shapes and in doing so learned to copy a pattern and name the shapes.

64. One of the strengths of teaching is the way that teachers plan many activities that are practical and which require children to use mathematics to work out problems. For example, as they become more competent at adding, children work out how many objects there are in two sets and whether one set has more or fewer than a given number. As a result of these many practical activities, most children add and subtract groups of objects confidently. Lower attaining children devise their own

means of recording, often as pictures and numbers. Average and higher attaining children record their calculations as sums that include symbols for addition, take away and equals.

65. In one or two mathematical activities, teachers do the talking for pupils and this restricts their ability to explain how they have worked things out for themselves and to use the mathematical vocabulary that they know or are learning.

Knowledge and understanding of the world

66. This area of learning is taught well and standards are above what is expected for children's age. This is because a wide range of outings and visitors to the school ensure that children explore why things happen and know about the place where they live, their own families and history. For example, visitors from local businesses used forklift vehicles to explain about pushes and pulls. Children enjoyed this first-hand experience and weeks later they remembered how some vehicles are driven from the back or pushed and others are driven from the front or pulled.

67. The computer is always available for use in the classroom and this is a popular choice with children. Teachers make sure that children understand how to turn the computer on and off and access the program they want to use. Consequently, children are quite independent and will often have several goes at games they enjoy.

68. Teachers use topics to teach children about their own and other cultures and about science, history and geography. Throughout the year, children learn about special festivals, such as Christmas. They know that Indian architecture, dress and food are different from their own. The maps that children draw of their locality include geographical features such as houses, roads, signposts and street names, pebble paths and trees. One of the strengths of teaching in this area of learning is that children are encouraged to find things out for themselves. For example, in science-based activities they learn by experimenting and in history they look at examples of toys from the past.

69. A particular strength of the teaching in this area of learning is the way that children are taught to design and make models. Teachers emphasise the need for children to draw realistic plans and evaluate their work as they go along. As a result, many children far exceed the early learning goals and their plans give substantial details about the materials and tools they will use to make their models. Children cut and join materials using a fairly wide range of techniques and their finished puppets were of a high quality. Staff do not always give children enough time to talk about their models once they are completed, or to look at and discuss the work of other children.

Physical development

70. Satisfactory teaching and regular opportunities to use the hall and outside play areas for dancing, games and early gymnastics help children make steady progress in the development of physical skills. They have already achieved many of the early learning goals and move with confidence and control.

71. Staff ensure that children have plenty of opportunities to engage in physical activities, both indoors and when playing outside. As a result, children are robust and lively. This was evident when a small number played chasing games with their friends at playtime. Although they can rely on adults to help them if things go wrong, the oldest children in the reception class are fairly good at dealing with zips, buttons and shoes when dressing themselves. The younger children still take a long time getting ready for physical education lessons and teachers do not always have strategies for helping them to do this more quickly.

72. Dance and movement are taught well. In a good lesson, the teacher used percussion instruments and recorded music to direct their movements as imaginary trains and aeroplanes. This worked well and having listened to the music a few times children amended their movements to fit the speed of the music.

73. Teachers make sure that children know how to use tools such as pencils, paintbrushes, and scissors properly. Because they have daily opportunities to use all of these, children are adept at using specialist tools for moulding and cutting clay and they manage fiddly jobs well, such as gathering material to give a better neckline on puppets.

Creative development

74. The teaching of this area of learning is satisfactory and ensures that children make steady progress in art and music. Each day there are different types of paints, pens and crayons available for children to create pictures and models. Teachers make good use of parents to work with small groups of children and offer suggestions and advice about techniques and colours. This works well and children enjoy the time that they have to talk about their work as they try to master difficult techniques, such as threading a needle and sewing.

75. Children are very proud of the work they produce and teachers ensure that it is shown off to good effect in attractive displays that continue to stimulate discussion. For example, in one class two children were quick to point out their portraits and to say how they mixed the paints to get the right colour of skin.

76. Teachers ensure that music activities are interesting to children and that they have regular opportunities to sing and play instruments. As a result, children have a wide repertoire of songs and enjoy singing. Occasionally, the activities are quite difficult, as when children were asked to compose their own song along the lines of *The Wheels on the Bus* or when they were asked to clap out a rhythm of four beats. In both of these activities children took a long time to grasp the idea but got there in the end. When playing instruments, children are taught to hold them properly and handle them with respect. They know the names of many and choose them for the effect they make.

ENGLISH

77. By the end of Years 2 and 6 standards in English are above average. Good teaching ensures that standards in speaking and listening have been maintained since the time of the previous inspection and remain above average. Standards in writing have improved significantly, rising from average to above national expectations, with approximately one third of pupils achieving well above average levels by the end of Years 2 and 6. This is a real success for the school and is as a result of effective staff training, provision of effectively used additional curriculum time for writing, rigorous assessment of pupils' work and the setting of clear targets for each pupil. Also, from the reception class onwards, there is a whole school approach to teaching a fluid, joined-up handwriting style resulting in good standards of presentation overall. Pupils' standards in reading have also risen from average to above average thanks to the introduction of a structured reading scheme and the good opportunities that most pupils have to practise and consolidate reading at home.

78. Most pupils start Year 1 with above average skills in English. They make good progress, maintaining these standards as they move through the school. This is because teachers have high expectations that pupils will achieve well. Because teachers set precise targets, which are regularly updated, pupils know what they need to do to improve. For example, a Year 1 pupil's writing target is

to *Use full stops in my writing*. The Year 5 and 6 teachers set clear targets that challenge pupils to achieve the next part of a National Curriculum level. This is a significant reason why a good proportion achieve very well by the end of Year 6. Pupils learn new skills in a consistent way because teachers use the National Literacy strategy effectively to plan work that builds on earlier learning, with good opportunities for revision and practice. Teaching assistants are effectively trained to implement a range of additional literacy strategies, and work rigorously with groups and individuals. This, together with teachers' provision of relevant work at exactly the right level, enables pupils who have special educational needs to make very good progress, so that almost all attain average levels in national tests by the end of Year 6.

79. Standards in speaking and listening are good. Teachers provide good opportunities for pupils to develop these skills, planning interesting whole-class teaching sessions that engage pupils so that they listen carefully. Most teachers speak clearly and are good role models for pupils. Teachers ask relevant questions at the right level enabling pupils to contribute. Effective use of talking partners, promotes good opportunities for discussion. For example, Year 5 pupils, when placed in pairs, immediately began to talk about the feelings of the Lady of Shallot. This generated thoughtful response such as, *I would feel as though the walls were closing in on me*.

80. Standards in reading are good throughout the school. Recent improvements in provision in Years 1 and 2 have resulted in standards rising so that pupils' attainment in reading is now similar to that of writing. The books are now carefully graded so that pupils move systematically through the reading and guided reading schemes, with an additional section to challenge higher attaining pupils. Pupils are taught a range of strategies to help them read unfamiliar words, for example to build up words by sounding out letters. This ensures that most become capable readers by the end of Year 2 and that they are always able to have a go at difficult words. All pupils read frequently to adults. Teachers provide good opportunities for pupils to read at home and to learn key words, thus enabling parents to be involved in the learning. Pupils who have special educational needs are helped to succeed by the school's effective use of initiatives such as the Early Literacy Strategy, and daily targeted reading support. Pupils use the contents page and index to locate information in non-fiction books. Dictionary skills are not developed to the levels expected; most pupils take too long to find words.

81. In Years 3 to 6, pupils read a good range of texts during English lessons and at other times of the day, such as the beginning of each afternoon. Teachers use this time well to carry out guided reading sessions with groups of pupils, but do not spend enough time monitoring pupils' independent reading. Consequently, when reading to the inspector, some pupils were reading books that were too difficult, resulting in a lack of understanding of the plot and characters and limited enthusiasm for the book. Most teachers do not encourage pupils to read in a range of genres over time, set targets for quantity and quality of reading, or develop differing ways to record books read. This places insufficient demands on pupils to read avidly at home and school and for a range of purposes. The library is well organised and is used effectively to develop pupils' research skills.

82. Following a dip in national tests results in 2001, the school focused appropriately on writing. Pupils' written work was carefully analysed to identify strengths and weaknesses. The school worked with external consultants to develop teachers' expertise. Extra time was allocated to extending writing, providing opportunities for pupils to write in different styles and to practise and apply newly taught skills. This is successful and is a key reason why standards have risen. A key feature in the lessons observed is teachers' emphasis that pupils develop quality in written work by extending sentences and choosing vocabulary to enrich the text for the reader. As a result, a more able pupil in Year 1 wrote *I like the sparkling rain when it drizzles in my hair*. Year 6 pupils were challenged to develop lists of descriptive words for water in categories of taste, smell, sight, sound and touch,

resulting in a pupil describing a waterfall *as A liquid window, transparent and translucent*. As they move through the school pupils write for a good range of purposes such as book reviews, diary entries, letters and invitations. For example, pupils in Year 5 take notes, write detailed instructions for making paper planes and produce humorous, annotated comic strips. Teachers provide a good range of authors' texts so that pupils identify differing writing styles, successfully adapting their own writing. Regular homework ensures that pupils have good opportunities to practise written work at home. For example, Year 2 pupils take home Floppy the dog, writing an adventure to be included in the class book.

83. Teachers provide weekly spelling tests and share the results with parents. As a result, most pupils in Year 2 spell simple words correctly. By the end of Year 6 average and high attaining pupils spell words with regular patterns correctly. This results in good standards of pupils' spelling throughout the school.

84. A weakness in the teaching is the inconsistency in marking pupils' work. When the marking policy is consistently applied, pupils know if they have met the objectives of the work and what they need to do to improve and are sometimes required to correct spelling mistakes. This is not a consistent feature across the school, however, so that opportunities are missed to develop pupils' learning. In most lessons, teachers manage pupils well and there are no behaviour problems. Weaknesses in controlling the behaviour of a small group of pupils were seen in one Year 4 lesson. In some Year 3 to 6 classes, teachers are not always consistent in managing the small number of pupils who call out answers.

85. Teachers make sufficient use of information and communication technology to help pupils make faster progress with their reading and writing. Pupils have regular opportunities to draft or publish work, using the computer. They are beginning to use the Internet to research facts. Pupils put their literacy skills to satisfactory use in other subjects.

86. The subject is led and managed well, and all efforts are directed at improving standards. The co-ordinator has successfully helped colleagues to improve the quality of pupils' writing and to develop effective systems to plan and assess pupils' work. Pupils' progress is carefully tracked as they move through the school and both individual and class targets are set. Teachers know what is expected of them, keep detailed records and conscientiously work to achieve the targets. The rigorous monitoring of the quality of teaching and learning has been instrumental in moving the subject forward. A significant weakness is the lack of consistent monitoring of additional curricular time, so that inconsistencies in reading provision for older pupils have gone undetected.

MATHEMATICS

87. Standards are above average by the end of Year 2 and Year 6. Many pupils make good progress in mathematics and achieve standards that are above what is expected for their age. Standards in Year 6 are similar to those found in the national tests in 2002. However, current standards in Year 2 are lower than those found in the national tests in 2002. This is because there is a higher percentage of pupils who have special educational needs in the current Year 2 class. Good teaching, the effective implementation of the National Numeracy Strategy and good assessment procedures have ensured that standards are higher than they were at the time of the previous inspection. As a result, pupils demonstrate mathematical competence across all areas, but have particular strengths in using and applying mathematics and in number. A key factor that enables pupils to achieve is the emphasis teachers place on pupils being able to explain how they arrived at an

answer. For example, pupils in Year 2 explained what is meant by *rounding up* and *rounding down*, demonstrating their understanding by the speed and accuracy of their answers.

88. Throughout the school the overall quality of teaching is good. This is an improvement since the previous report. There is some very good teaching in classes that include Year 2 pupils and in Year 6. One of the reasons that teaching is good overall is that teachers have a secure knowledge and understanding of the National Numeracy Strategy. This enables teachers to plan well, using daily assessments to inform subsequent teaching. Another good feature of the teaching is the way in which the teachers share with pupils at the beginning of the lesson what they should know or be able to do by the end of the lesson. In the concluding part of the lesson pupils are reminded of this and what they have achieved, so building up their confidence and interest in the subject.

89. Features of the best teaching that contribute significantly to the very good progress made by pupils in these lessons are the brisk pace because of very good management of time, teachers' very high expectations of the pupils as regards both work and behaviour, and the high level of challenge and interest of tasks that are matched very well to the different levels of attainment. For example in a Year 1 and 2 class, whilst most pupils were expected to be able to name a number that was 10 more or less than a given number up to 100, higher attaining pupils were challenged to name numbers that were 100 more or less than a given number. In a Year 6 lower set the teacher's high expectations of what the pupils should be able to do were exemplified when she challenged them to visualise then draw accurately what a cube with 3cm x 3cm faces would look like when opened out. All set about this task enthusiastically and with a high level of concentration. Where the teaching is no more than satisfactory pupils make slower progress in lessons because the management of pupils, particularly those who exhibit challenging behaviour, restricts the pace of the teaching.

90. Another strength of the teaching that contributes well to the standards pupils achieve is the setting of homework. This is also matched to different levels of attainment. Homework includes interesting challenges such as, in Year 2, subtracting from 20, *Can you do these in less than 60 seconds?* All homework is marked and often teachers' comments praise the efforts of pupils. This encourages pupils to complete the homework tasks and so consolidate their learning effectively.

91. Pupils who have special educational needs make very good progress because of the extra help they get in lessons. In a Year 6, lower set, the teaching assistant talked quietly where necessary to these pupils during the oral session to ensure that they understood the questions and helped them to calculate and record their answers on the whiteboards. For example, pupils calculated mentally then recorded on whiteboards 6×19 , 35 divided by 7 and 3.5 divided by 7.

92. The school's use of assessment procedures makes a good contribution to the standards pupils achieve. The analysis of statutory and optional tests enables the school to identify levels of attainment that pupils should achieve at the end of each year. Analysis of these and other tests is also used to identify pupils who need additional support to help them attain the nationally expected standards and to place older pupils in teaching groups with others of similar attainment levels so that tasks can be matched to pupils' levels of competence, particularly in the case of higher attaining pupils. However, the school is aware that even within these teaching groups care needs to be taken to provide for the range of different levels of attainment and this is an aspect that the school continues to monitor. Assessments made by teachers are accurate. Pupils' attainment is not underestimated. This was a shortcoming of teachers of younger pupils identified in the previous inspection. The marking of work is inconsistent and rarely takes learning forward. Marking is not used to set short-term targets for pupils. Incorrect spelling of technical language is accepted, for example *didget*, *descrete*, and *perimetre*. The use of marking to foster learning is an aspect of the teaching that the school should address to help raise standards.

93. The leadership and management of the subject are good. The co-ordinator has a good understanding of the strengths of the subject and the areas for further development. She has provided effective in-service training for staff on the implementation of the National Numeracy Strategy, most recently on the use of whole-class review of learning at the end of the lesson. She has observed lessons in the past and has utilised the local authority numeracy consultant to monitor teaching and provide in-service training for staff. The co-ordinator also ensures that the quality and quantity of resources for teaching are good. The good resources contribute well to the quality of teaching and the standards achieved. However, the co-ordinator is aware that resources for information and communication technology are used insufficiently and that better use is needed to put the school in a position to raise standards further.

SCIENCE

94. Standards in science have been maintained since the previous inspection and continue to match those expected by the end of Years 2 and 6. Pupils make steady progress in learning scientific facts but there are gaps in their understanding of how to devise and carry out scientific experiments.

95. Most of the teaching is satisfactory, though it can be poor when teachers fail to ensure proper discipline. The main weakness in the teaching is that, in the past, pupils have not been given sufficient opportunities to experiment for themselves and consequently they rely heavily on teachers setting up tests for them. This was evident in a Year 5 and 6 class when pupils struggled to plan an investigation into sugar dissolving. Though pupils understood the scientific concept of materials changing, the variables that they chose and the reasons given for using them were not carefully thought out. For example, a number of pupils said that they would keep the shape of the container the same but could not say why. The co-ordinator identified this gap in the teaching and learning through a systematic analysis of last year's national tests. This year, teachers are trying to do something about it by planning more opportunities for pupils to devise their own fair tests.

96. Teachers have a thorough knowledge of how to teach science and with the help of a programme of work of good quality they plan activities that are exciting and interesting to pupils. For example, pupils in Year 2 enjoyed carrying out tests to see how food changed shape and consistency when heated. With prompting from the teacher they were able to use their knowledge of food to make sensible predictions about how chocolate would melt and cheese would go *squishy*. Pupils are keen to learn in this way but teachers do not always have the control and discipline necessary to ensure that they concentrate on the work in hand and behave well. In one or two lessons pupils quickly lost interest in the tests they were expected to carry out and on these occasions behaviour deteriorated and the learning slowed considerably.

97. Throughout the school, teachers constantly encourage pupils to learn and use appropriate scientific vocabulary so, for instance, pupils in Year 5 used words such as *oxygen*, *carbon dioxide*, *nutrients* and *minerals* in their explanations of the life process of plants.

98. From Year 1 onwards, teachers put a lot of effort into ensuring that pupils record the results of scientific tests in ways that are easy to understand. Consequently, by the end of Year 2 pupils describe the growth of children as pictures and draw accurate diagrams to show the flow of electricity in a house. By the end of Year 6, pupils use charts and simple graphs to record their observations of changing materials, evaporation and condensation. Teachers have not yet taken the opportunities to improve how pupils use information and communication technology in science, for instance to present the results of investigations.

99. There are strengths and weaknesses to teachers' planning and the way that they assess pupils' learning. Their planning is detailed and is clear about how pupils who have special educational needs will be given the help they need in lessons. Often these pupils work in small groups or are given extra help from an adult or the teacher. However, planning is not always clear about how the most able pupils will be challenged by the work and sometimes they are asked to do the same activities as average attaining pupils. One of the strengths of teachers' ongoing assessment is that they are good at questioning pupils to find out what they have remembered from previous work or learned during the lesson. For example, pointed questioning by the teacher helped pupils in a Year 1 and 2 class remember work they had previously done on changing materials. Although teachers mark pupils' work it is not always dated and the comments that they make do not often tell pupils what they need to do to get better.

100. The subject is led and managed soundly. The co-ordinator has a clear idea of some of the strengths and weaknesses of teaching and learning and she rightly identified the need for more investigative work. In the past, the monitoring of teaching and standards has not been systematic or rigorous enough to identify weaknesses such as the marking. However, there are plans for the co-ordinator to take a more thorough look at teaching and pupils' books, which puts the school in a good position to be able to make the changes necessary to continue to raise standards.

ART AND DESIGN

101. Standards in art and design have been maintained since the previous inspection. They remain in line with those expected by the end of Year 2. Pupils achieve well in Years 3 to 6 and standards are above what is expected by the end of Year 6. The teaching is generally good and ensures that pupils use a wide range of techniques and media to create pictures and models of a good quality on small and large-scale projects.

102. Art and design has a secure place in the work and life of the school. Teachers rightly believe that it is a medium in which all the pupils, regardless of their abilities, can achieve well. Pupils who have special educational needs receive no extra support but achieve as well as other pupils. However, their progress is sometimes limited when they leave lessons to complete tasks related to their individual education plans. Recent initiatives such as the creative week have helped give art and design a high profile in the school and enabled pupils to co-operate on large-scale projects. This was a real success and pupils were keen to talk about what they had contributed to the final piece of art. The theme based on *giants* lent itself to working large. Teachers made good use of links with other areas in the curriculum. For example, in Year 3 the replication of a Viking boat let pupils experiment with mixing a range of colours so that the results replicated the original artefact, similarly pupils used a variety of materials and textiles to create a range of work to create displays which supports work in other subjects.

103. A strength of the teaching in all lessons is the range of interesting activities that teachers provide. These fire the imaginations of pupils and consequently they put a lot of effort into their work. Staff work hard to make sure that the pupils' working environment is bright and stimulating and reflects, through using pupils' artwork, a range of interesting displays for other subjects.

104. Teachers ensure that pupils learn a wide range of techniques for designing, drawing, painting and creating models. Consequently, pupils in Year 6 use textiles well and are eager to use their designs in stitches and sophisticated pieces of cross-stitch and drawn-thread work to demonstrate their skills. They can discuss with some confidence the difference in the styles of famous artists and recognise the work of Gauguin and Van Gogh, the most recent artists they have discovered, but are aware of different styles of painting and can express their preferences and reasons for their choice

105. The methods that teachers use are effective. For example, limiting the range of colours available to pupils in Year 5 meant that they had to mix colours very carefully to complete their piece of an enlargement of a picture of the Greek god Prometheus. The attention to fine detail of shades and texture which pupils had to consider before they completed their individual part of the picture within the whole, showed co-operation and the ability to work as a group to produce a very good piece of work.

106. Many of the activities planned by teachers involve drawing. From Year 1 onwards pupils are expected to look carefully at the objects they are drawing. This helped pupils in Year 1 to take one half of a photograph and reproduce and extend it, using what they could see as clues. Pupils are interested in the detail in the flowers they draw to complete their assessments and recognise by the time they are in Year 6 how they have developed their own style and can use a range of different media to extend and improve their drawing.

107. Teachers carefully consider in their planning which skills pupils need to practise and create good opportunities to extend pupils' ideas. The use of the design process, supported by the good use of discussion and visual stimulus, involved pupils wanting to develop their individual designs on a piece of headwear. The teacher ensured that pupils had the range of materials which they could use to translate their design into reality. The confidence pupils showed as they explained and discussed with their group the intention, purpose and choice indicated a good understanding of the purpose of design and the need to develop their own ideas. These pupils in Year 6 have the knowledge and a wide range of skills, which enables them to use the tools and materials to good effect.

108. Pupils' enthusiasm for the subject develops as they progress through the school. Good use is made of the subject to extend ideas and knowledge; for instance in history the good use of diagrams and drawings of Greek pots help them to understand aspects of the Greek civilisation and culture. Pupils are beginning to explore the use of the computer to generate designs and colour themes. This is at an early stage but teachers are building this aspect into their information and communication technology and art and design planning so that pupils can use the opportunities to collect ideas and materials for their sketchbooks. At present sketch books are underused. Individual projects use the design and testing principles but these do not constitute an ongoing profile and collection of individual pupils' ideas.

109. The co-ordinator has a clear understanding of the curriculum and the school has adopted national guidance to teach the subject. She is aware that the policy is in need of reviewing when all aspects of the subject will be considered. She supports her colleagues with ideas and has plans to raise the profile of the subject further. The introduction of themes and sketchbooks is a developing aspect of the subject in conjunction with other areas of the curriculum. There are at present no opportunities to monitor the quality of teaching other than through the results in the display and informal contact. Pupils' progress is assessed against national criteria but there are no opportunities to measure how effective the curriculum is and the opportunities to develop the subject at present are limited.

DESIGN AND TECHNOLOGY

110. Although lower than they were at the time of the previous inspection, standards match those expected by the end of Years 2 and 6. Standards have fallen because of the number staff changes and the increased emphasis placed on implementing the National Literacy and the National Numeracy Strategies in the last few years. Sound teaching leads to pupils having a satisfactory knowledge and understanding of the design, make and evaluate process.

111. All pupils, including those who have special educational needs, make steady progress through the school so that by the end of Year 6 pupils understand the principles of design and technology. Written evaluations of their work show that they think about how they might improve the designing and making, for example, in relation to the unit of study *Collecting for Charity*. All pupils handle tools and equipment and food in food technology safely. Pupils enjoy lessons in design and technology and put a lot of effort into their work.

112. The teaching is satisfactory overall, though some lessons were taught well. The lower standard of teaching when compared with the previous inspection reflects the changes in staff. The strengths of the teaching are the planning, the way that teachers ensure that pupils learn basic skills and techniques, the choice and use of resources and, where the teaching is good, the expectations of the teachers and their management of pupils, particularly those who exhibit challenging behaviour. In a good lesson in Year 1 the teacher captured the imagination of the pupils immediately with the opening activity. She then used questioning effectively to challenge the thinking of pupils – for example *Why would it not be appropriate to join the arms and legs to the body with sellotape?* This drew the response *because it would not slide*. The good use made of other adults in the classroom enabled all pupils to complete the task successfully. All lessons seen exemplified that resources are chosen well for the task. In the food technology lessons in Year 3 and Year 4 teachers promoted the cultural development of pupils by including examples of bread that originate in other countries. Sometimes teachers provide extension activities to challenge higher-attaining pupils. This is an aspect of teaching that the school recognises should be promoted to help raise levels of attainment.

113. Another strength of the subject is the opportunities provided to link with other subjects. Teachers draw on skills pupils learn in the literacy hour when asking them to explain their answers and when writing, for example when labelling diagrams. In *Collecting for Charity* pupils demonstrate that they can apply what they have learned in science about simple electrical circuits by incorporating a buzzer or a light into their project. At other times pupils use skills learned in mathematics to measure accurately. They also use data gathered in design and technology to foster mathematical and information and communication technology skills to produce bar charts of favourite foods.

114. Teachers assess learning at the end of each unit of study. They recognise that the next step is to translate these assessments into levels of attainment at the end of each year. The marking of pupils' work is inconsistent. When pupils write about what they have designed, made and evaluated the marking rarely includes comments that will challenge pupils' thinking or take their learning forward. This prevents pupils from having a better understanding of how well they are doing and what they need to do to improve.

115. The subject is led and managed well. The co-ordinator provides advice for other teachers and ensures they are kept up to date on developments in the subject, for example the use of information and communication technology to provide pupils with opportunities to use graphics software in the design phase of some units of study. This is an aspect of the subject that the school wishes to foster. The co-ordinator carries out an audit of the very good resources to ensure that tools, materials and equipment facilitate teaching and learning. The needs of pupils who are left-handed is reflected in the provision of, for example, scissors for these pupils. The co-ordinator has a clear understanding of the strengths and of what needs to be done if the school is to improve teaching and raise standards.

GEOGRAPHY

116. Standards have risen since the time of the previous inspection. They continue to match those expected by the end of Year 2 but, where they had previously been below average by the end of Year

6, they now also match those expected at this stage. The teaching has also improved and is now satisfactory, ensuring that pupils of all abilities learn at a steady rate.

117. Standards have risen principally because the school has successfully addressed the shortcomings identified in the previous inspection. There is now a better balance of work on human and physical geographical features and this has led to pupils having a wider knowledge and understanding of these aspects of geography. The better balance between physical and human aspects of geography ensures that by the end of Year 2 all pupils have a satisfactory understanding of place. They know some of the similarities and differences between Hedon and the Greek island of Patmos. They can label a map of the world with the continents and main oceans. On maps of the British Isles they label the countries and locate principal towns such as Leeds, Liverpool, London, Belfast and Edinburgh. Their knowledge of the world is promoted by following the travels of *Barnaby Bear*. They also learn about geographical enquiry through, for example, traffic surveys.

118. The methods that teachers use are effective. Teachers' planning is detailed and ensures that there is breadth and balance to the curriculum and that there is continuity and progression in the teaching of skills, knowledge and understanding. Teachers ensure that pupils have opportunities to research facts and learn from first-hand experiences on geography trips and a residential field outing. Consequently, by the end of Year 6 most pupils talk knowledgeably about the places they have studied and how they gained the information from books and photographs. However, the co-ordinator has identified the need for teachers to make greater use of computers in geography lessons and this is an area for further development in this subject. To help understand how man can affect the environment they study pollution in the context of the river Ganges. They contrast man-made features of the environment with natural features, for example when studying coastal erosion on a visit to Flamborough Head. Pupils in Year 6 also know some of the principal mountain ranges and rivers of the world.

119. Sound leadership and management have helped identify some of the remaining weaknesses of the teaching. For example, although teachers assess what pupils know at the end of each unit of study, they do not always use this information to plan work. However, because the co-ordinator does not monitor pupils' work rigorously enough inconsistencies in marking have not been detected earlier. Although the marking is up-to-date and effort is sometimes rewarded by points, the marking rarely takes learning forward by challenging questions or by setting short-term targets. Important words are not always corrected when they are spelled incorrectly. For example *island* was accepted on a labelled map when it should have been *Ireland*.

HISTORY

120. Since the previous inspection, improved teaching and a wider curriculum have led to a rise in standards by the end of Year 2, and they now match those expected. Standards continue to match those expected by the end of Year 6. Pupils who have special educational needs are often given help with reading and writing and this enables them to make the same steady progress as all other pupils.

121. The quality of teaching has improved in Years 1 and 2 and is now satisfactory. As a response to criticisms in the previous report, teachers made changes to the curriculum for pupils in Years 1 and 2. It now includes far more work on people and changes in the past. As a result, by the end of Year 2 most pupils talk knowledgeably about events such as the Great Fire of London and about people such as Guy Fawkes. They understand the main events leading up to the fire and why it was so extensive. Similarly they are aware of the way that the fire and Guy Fawkes influenced the lives of people living at that time and later.

122. In Years 3 to 6, teaching continues to be satisfactory overall, though some lessons were taught well. In good and very good lessons teachers ensured that the pupils were actively engaged by using an interesting range of good resources. They challenge pupils throughout the lesson by using good questioning techniques and a variety of strategies so all pupils contribute to the discussion and think carefully about how and why the information can be used. Throughout the school, teachers' enthusiasm for the subject is evident in the exciting resources that they use to generate images of the past and motivate pupils to want to learn more. For example, in a class in Year 3, the prow of a ship quickly became a focus for a lively discussion about Viking raids on the north of England.

123. There is an appropriate emphasis on teaching pupils the skills to find out about the past. Pupils are made aware of how information can be changed by word of mouth. The pupils were intrigued by the game of Chinese whispers and saw immediately after transferring the original statement a number of times that *The Vikings are coming to Lindisfarne* translated as *the Vikings lived on Lindisfarm*. The good use of original source material and the CD ROM helped pupils very quickly to understand the need for evidence and the use of a wide range of information before coming to a conclusion. In Year 6, teachers make good use of homework to prepare pupils for the work that they do in school. For example, pupils were set the task of seeking words that have Greek origins that are used in everyday language. Teachers provided sufficient and useful resources that enabled pupils to succeed at their task.

124. Teachers plan their lessons using national guidance to support their lessons. Lessons are sometimes inhibited by the lack of challenge for higher attaining pupils and some pupils with special educational needs are thwarted when they have to leave a lesson to do specific work on their individual education plans. They take part in most of the lesson but the task is often incomplete because they do not have sufficient time to complete it. Teachers make good use of the pupils' skills in art and design to support their work in history. Pupils construct realistic artefacts, for example a Viking Longship, using clear diagrams to illustrate a theme or event. The topics are limited because of the irregular periods of time given to history. The pupils often have long gaps before exploring the next history related topic and so do not consolidate and develop their skills to their full potential.

125. There are strengths and weaknesses in the leadership and management of the subject, which are satisfactory overall. The co-ordinator is particularly enthusiastic and is instrumental in ensuring that pupils gain from visits to local places of interest. With clear direction from the co-ordinator, teachers make appropriate use of the resources provided by the local museum service. This has a positive effect on pupils' enjoyment of lessons and willingness to learn. It is in the monitoring of teaching and learning that there are weaknesses in the leadership and management. The co-ordinator has not had sufficient opportunities to monitor the teaching and learning systematically or rigorously, which limits her view of what needs to be done to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards have been maintained since the previous inspection. They continue to match those expected by the end of Year 2 and Year 6. Gaps in pupils' knowledge of using computers to make things happen and control events in a predetermined way, that were identified in the last report, have been remedied with the purchase of appropriate equipment. The addition of a suite of computers and several laptops have helped teachers to keep abreast of the many advances in information and communication technology and ensure that pupils make steady progress from one year to the next. Pupils who have difficulties with literacy or numeracy are given extra help whenever possible and this ensures that they are not held back in gaining the skills they need in information and communication technology.

127. The teaching is satisfactory overall, though lessons varied from good to poor. Most teachers have benefited from substantial training and are competent at using computers. It is when their knowledge is not secure enough to overcome unexpected problems with the technology that lessons are poor. The school makes good use of the services of a technician to help pupils and teachers.

128. One of the strengths of the teaching is the way that teachers are making increasing use of information and communication technology to help pupils learn in other subjects. For example, pupils in Year 2 use English programs to help them spell and identify words that rhyme. Older pupils research facts and figures that help them in their work in history and use databases and spreadsheets to communicate mathematical information. By the end of Year 6, pupils use information and communication technology to present information in a variety of forms, such as the school newspaper, which is being developed by the writers club.

129. Teachers plan frequent opportunities for pupils to use computers and the suite is in constant use. Consequently, by the end of Year 2, most pupils know how to save, retrieve and print out their work and are familiar with the keyboard and many of its functions. When word processing they take a long time to type in text because most use only one finger on each hand. This is an issue that continues through to Year 6, where many pupils still use only one or two fingers to type, and this slows the pace of work when they are typing in text. However, from Year 1 onwards, pupils are much quicker at manipulating objects onscreen by using a mouse. Older pupils have also benefited from having more time to spend on computers. They are confident in using all aspects of information and communication technology and are beginning to consider why they would choose to use computers to share information rather than other methods. In explaining their reasons for choosing to use computers to write they used technical language such as *if I was writing sentences I wouldn't use the return key* and *I can change the font like this*.

130. There are some aspects of teaching that could be improved. When planning work teachers do not always pitch tasks at the right level for pupils of different abilities. In the main this is because teachers do not always use the information they gain from assessment to ensure that work builds on what pupils already know. For example, pupils in Year 4 were prevented from making better progress in using databases because they did not fully understand its purpose.

131. The subject is led and managed satisfactorily. The co-ordinator has worked hard to support her colleagues in the teaching of the subject. She has some opportunity to monitor the quality of teaching in the suite and to further support individual teachers. She has a very clear view of how the subject could develop and ways of achieving the objectives. This puts the school in a good position to be able to make the changes necessary to further improve teaching and learning.

MUSIC

132. Standards have been maintained since the previous inspection. They continue to match those expected by the end of Year 2. By the end of Year 6 attainment is broadly satisfactory, but there are gaps in pupils' knowledge and understanding of composing skills. Pupils who have special educational needs make the same steady progress as most other pupils. The small number of pupil who have extra tuition from musicians make good progress in learning to play the violin.

133. The teaching is satisfactory overall, though some lessons were taught well. Where it is good, teachers' effective management skills enable lessons to run smoothly because pupils listen carefully and have all they require to hand, and activities carefully build on earlier learning. Teachers ensure a good mix of explanation and musical activity so that pupils remain interested and enthusiastic. Teachers make good use of correct musical vocabulary. For example, in a good Year 3 lesson, where

pupils added sound to poetry, the teacher helped pupils to understand words such as *score*, *bar* and *manuscript*. In Years 1 and 2, teachers provide good opportunities for pupils to record their musical compositions using a range of picture symbols to denote the instruments played. This is developed effectively in Year 3, so that pupils begin to use terms such as *crotchet* and *minim*. In Years 5 and 6, the amount of time given to teaching the subject is significantly less than that indicated in the school's documentation. This reduces the breadth and balance of the curricular provision overall. It also means that pupils have insufficient time to develop musical scores or to play a range of tuned and untuned instruments, limiting the progress made in this aspect of the curriculum. This prevents standards from being higher; for example, few pupils in Year 6 understand the meaning of *timbre*, *texture*, *pulse* or *harmony* and they have only a limited knowledge of composers and their music.

134. Pupils' attainment in singing is satisfactory and sometimes good. By the end of Year 2, most pupils, including pupils who have special educational needs, can confidently sing from memory with satisfactory control of pitch. Most maintain a regular pulse beat as they sing tunefully. In the weekly hymn practice, junior pupils demonstrated good response to the music, singing enthusiastically, most reaching the higher notes. However, little new learning took place at this time as the teacher made no specific demands of pupils; for example, they were not taught to adjust the depth of volume to the requirements of the hymn or to breathe at the right time.

135. Teachers plan sufficient opportunities for pupils to listen to and talk about music in lessons. Consequently, by the end of Year 6, pupils can talk about the characteristics of music from differing times and purposes and express the feelings these evoke, for example of a funeral or wedding. Occasionally, teachers organise visits from musicians. In the past pupils have enjoyed listening to an orchestral group and a band of African musicians. These first-hand experiences widen their cultural development at the same time as they learn about music.

136. Music makes a satisfactory contribution to pupils' social and cultural development. This is because teachers provide good opportunities for pupils to work in groups. They learn to listen to the views of others, take turns and share responsibilities. The school provides sound opportunities for pupils to take part in a range of concerts, thus developing pupils' self-esteem and confidence. A small number of pupils receive violin tuition from a visiting specialist and there is a choir and recorder club to extend pupils' interest in music. As yet no use is made of information and communication technology for composing or playing.

137. There are strengths and weaknesses in the leadership and management, which are satisfactory overall. The co-ordinator has provided teachers with appropriate guidelines for planning work and assessing pupils' progress. However, because the quality of teaching and learning has not been monitored rigorously enough, differing time allocations and gaps in provision have not been identified.

PHYSICAL EDUCATION

138. Overall, standards match those expected by the end of Years 2 and 6. Standards in dance continue to be above those expected for pupils' ages. In gymnastics, games and swimming standards match those expected by the end of Years 2 and 6. They are lower than they were at the time of the previous inspection because teachers have concentrated their efforts on English and mathematics in recent years.

139. Satisfactory teaching ensures that pupils of all abilities make steady progress in acquiring and applying their skills in physical education. Those who have physical difficulties are given the help they need to do well. A number of pupils who are talented at sports benefit from the extra coaching they

get in after-school clubs for football and tennis. Good teaching of dance means that pupils achieve well in this aspect of physical education.

140. Dance lessons are planned well, so that they develop smoothly and the best use is made of the time available. When pupils have learned or practised a movement, teachers incorporate it into the theme or story of the dance. Pupils enjoy this tremendously and, with some encouragement, boys and girls move and dance without inhibitions. For example, after practising swirling and spikey movements pupils in the Year 1 and 2 class danced creatively to music that the teacher had chosen.

141. A good feature of the teaching in many lessons is the way that teachers involve pupils in evaluating the performance of others. Through observing other pupils as they perform in groups or singly, pupils in Years 1 and 2 begin to discuss and consider the differences between their own performance and that of others and the most confident suggest improvements. This helps them to improve their own performance in subsequent activities. For example, after watching other pupils demonstrate trotting and galloping movements pupils in Year 6 copied and improved their own performance.

142. Another strength of the physical education provision is the range of extra-curricular activities for pupils in Years 3 to 6. This has increased since the previous inspection and now includes activities such as judo and table tennis, which take place in the morning before school. The high levels of interest, enthusiasm and concentration enable all participants to foster specific skills as well as to improve their general coordination and control. Older pupils have opportunities to take part in sports tournaments and games with pupils from local schools. This helps them gain an understanding of fair play and competition.

143. The school meets the requirements for pupils in respect of swimming. Provision is made during Year 4. Of the present Year 6 all but four who were on the school roll two years earlier can swim at least 25 metres and understand the basic principles of personal survival in water.

144. The subject is led and managed well. The co-ordinator has worked effectively in collaboration with the local Sports Development Team to ensure that teachers and teaching assistants have had training to enable them to plan and implement a scheme of work that is based on national guidance. This provides a clear framework for the development of skills and concepts as pupils move through the school. Teachers assess pupils' performances in lessons and record what pupils are able to do at the end of each unit of study. At the end of each year the co-ordinator and teachers use this information to determine individual levels of attainment. The use of information and communication technology to promote teaching and learning is being fostered by the co-ordinator; for example, through photographic evidence of pupils' work and the use of video clips to promote teaching and learning that is now being encouraged. The co-ordinator has not had the opportunity to monitor the quality of teaching and learning recently, except for newly qualified teachers.

RELIGIOUS EDUCATION

145. By the end of Year 2, standards continue to match those prescribed by the Locally Agreed Syllabus. However, not enough has been done since the previous inspection to raise standards in Years 3 to 6 and they continue to fall below the level expected by the end of Year 6. Pupils of all abilities have limited knowledge of the Christian faith and a confused understanding of other world religions.

146. The teaching is satisfactory in Years 1 and 2. Teachers plan activities that interest pupils and make them want to find out more about the religions they study. As a result, by the end of Year 2,

pupils know about the Easter story and the importance of this to Christians. They consider celebrations in their own lives and compare these satisfactorily with the special Jewish day of Shabbat. A good feature of lessons observed in Years 1 and 2, was the way in which teachers effectively used pupils' own experiences as a basis for new learning. For example, in a Year 2 class, the teacher compared pupils' Sunday activities before learning about customs in the Jewish faith. This enabled pupils to make links in their learning and to respect diversity. In Years 1 and 2, teachers ensure that there is sufficient time for pupils to listen to a story or the teacher and discuss their points of view. There was little time left for pupils to record their work.

147. Though the lessons seen in Years 3 to 6 during the inspection were taught satisfactorily, overall the teaching in these years is unsatisfactory. The school has not yet developed clear curricular guidelines in accordance with the Locally Agreed Syllabus to indicate the specific religions to be taught. Consequently teachers determine what is to be taught in their year, and during the inspection this led to considerable overlap in what was taught to pupils in Years 3, 4 and 6. In addition, teachers have no agreed system for assessing or recording what pupils know and this adds to the problem of not pitching work at the right level and the duplication of what is taught. As a result of all this, although most pupils in Year 6 are knowledgeable about Christian festivals such as Christmas and Easter, they are confused about the celebrations and events of other world religions. For example, few pupils could talk about major events in the Muslim, Hindu or Jewish year. The lack of a carefully structured programme of lessons, together with insufficient time allocation in some classes, means that pupils do not systematically develop skills knowledge and understanding. In some years, the time allocated to religious education is lower than that recommended initially and is not made up by what pupils learn in assemblies, where the themes are mostly moral issues rather than knowledge of other faiths.

148. In lessons, teachers are good at questioning pupils to find out what they have remembered from their previous work. Whenever possible they use religious objects, such as the cloth, goblet and plate from the Christian Communion Service to give pupils an idea of the significance of these celebrations. However, the school has very few resources and this limits the opportunities for pupils to learn in this way. Teachers plan opportunities for pupils to talk about and share their feelings and understanding with others. Pupils enjoy this and it also helps promote their personal and cultural development. One of the weaknesses to teaching is that, in some lessons, teachers spend far too long talking and pupils are left with little time to ask questions or record their work. This leaves them with very little to look back on when they want to revise their learning or check up on facts. Another weakness to the teaching is that insufficient use is made of computers to research religious facts.

149. In the past, the leadership and management of the subject have not been strong enough to bring about the improvements needed to raise standards. However, the recently appointed co-ordinator has already identified gaps in the curriculum and in teaching and learning. She has put together a suitable plan, aimed at improving the quality of teaching and providing greater consistency to what is taught and the time spent on the subject. All this puts the school in a good position to be able to identify what resources and training are needed and make the changes necessary to raise standards.