

INSPECTION REPORT

MARKET WEIGHTON INFANT SCHOOL

Princess Road

Market Weighton

York

LEA area: East Riding of Yorkshire

Unique reference number: 117912

Headteacher: Mrs J M Drewery

Reporting inspector: Mr R C McGovern
10451

Dates of inspection: 17 – 21 June 2002

Inspection number: 250203

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
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Princess Road Market Weighton York
Postcode:	YO43 3BY
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Doyle
Date of previous inspection:	24/03/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10541	R McGovern	Registered inspector	Equal Opportunities English as an additional language English Geography History	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9511	A Longfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29989	P Goodsell	Team inspector	Foundation Stage curriculum Mathematics Art Music Religious Education	
11831	J Brooke	Team inspector	Special educational needs Science Information Technology Design and Technology Physical Education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Market Weighton is a community infant school that serves the town and a number of outlying villages. There are 164 pupils on roll – 75 girls and 89 boys, aged four to seven. Around nine per cent of the pupils are eligible for free school meals, which is below the national average. All of the pupils are from white ethnic backgrounds and none has English as an additional language. The attainment of the pupils when they start in the Reception classes is broadly average. Twelve pupils are on the school's register of special educational needs. This is below the national average. Two pupils have a Statement of Special Educational Needs and this is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Market Weighton is an effective school that is well placed to improve still further. It provides a good education for its pupils because the teaching is good and the basic skills of reading, writing and numeracy are given a high priority. The leadership and management are very successful in moving the school forward and in providing a caring and orderly environment in which the pupils want to learn. Consequently, the pupils make good progress. The school gives good value for money.

What the school does well

- The pupils make good progress and achieve high standards in English and mathematics because the teaching is consistently good in these subjects.
- The pupils have very good attitudes to their work. They are kind, courteous and considerate because the school provides very well for their spiritual, moral, social and cultural development.
- The headteacher monitors and evaluates the school's performance very effectively and good use is made of the strengths of key teachers to influence the work of the school.
- The headteacher and well-informed governing body provide very effective leadership, shaping the direction of the school on a good understanding of its strengths and areas for development.
- The school has effective links with parents and the wider community to support the pupils' learning.

What could be improved

- The range of opportunities the school provides for the pupils to plan and carry out more of their own investigative work in mathematics and science, and independent research in history and geography.
- The range of opportunities for the pupils to develop their speaking skills.
- The teachers' knowledge of effective questioning skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in March 1998, the standards in English, mathematics and science were judged to be broadly average, and the school was considered to give satisfactory value for money. Since then the school has made very good progress in raising standards, particularly in the pupils' writing and in mathematics, and in addressing the issues arising from the last inspection. For example, it has improved the quality of the teaching and learning so that all of the pupils achieve higher standards. This is clearly reflected in the percentage of pupils reaching the higher levels in the national tests at age seven and the good progress the children make from the time that they start at the school. These significant improvements have been brought about by the way the headteacher now monitors and evaluates the work of the school and the programme of support and development that has been put

in place for improving the quality of the teaching. As a result, what was previously judged to be satisfactory is now a clear strength of the school, leaving it in a very good position to develop further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	A	A	B	B	well above average A above average B average C below average D well below average E
Writing	A	B	A	A	
Mathematics	A	B	B	B	

By the end of Year 2, the pupils' attainment in reading and mathematics is above average when compared with all schools and similar schools. The pupils' writing is well above average. The inspection evidence confirms this picture. The school has set challenging targets in relation to the number of pupils it expects to attain at Level 2 and above, and has put in place a comprehensive assessment and pupil-tracking programme to ensure that the targets are met. All of the pupils, including those with special educational needs, make good progress and achieve well in relation to their prior attainment. There are no significant weaknesses in the standards attained across the range of subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen and eager to come to school. They show interest in their work and are keen to do well.
Behaviour, in and out of classrooms	Very good. The pupils are courteous, trustworthy and kind to one another and adults. They behave well in lessons and around the school. Many of the older pupils are able to reflect on what they do, and what others do, and understand its impact on others.
Personal development and relationships	Very good. The pupils are able to take responsibility for their learning and do jobs around the school. Boys and girls play well together and their play is imaginative and adventurous.
Attendance	Good. The school has high levels of attendance and there is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

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

The quality of the teaching is good overall in Reception and in Years 1 and 2. This is an improvement on the last inspection when it was judged to be satisfactory.

In the Reception classes the teachers are clear about what they are trying to achieve for the children and the organisational strategies they will use. They have established very good relationships with the children and there is a confident and positive atmosphere in each of the classrooms. In all of the mixed Year 1 and 2 classes the teaching is very well prepared and organised. Very good use is made of the teaching assistants and other adults to support groups and individual pupils. The basic skills of literacy and numeracy are taught well in all of the classes and great thought and care is given to providing resources and activities that build the pupils' confidence and engages them in the learning.

In the best lessons, the teachers are skilled at asking questions and leading class discussions. Their questions are well targeted and challenge the pupils to think carefully. This contrasts with some of the teachers whose style is much more instructional and who rarely ask open-ended questions or develop the verbal responses they receive from the pupils. This was most evident in a physical education lesson and in a number of numeracy lessons, and is also linked to the level of challenge to girls in particular, to improve and clarify their verbal responses, in literacy lessons. Overall, the basic skills are taught effectively, but in mathematics and science more could be done to promote independent learning and learning through investigation and practical work.

Day-to-day assessment is used well to plan the pupils' work and the teachers are clear about what the pupils need to learn. Group and individual learning targets are displayed in classrooms or in the pupils' workbooks. The marking and evaluation of the pupils' work is consistently linked to these targets and the pupils have good self-knowledge of their progress. Homework is used very effectively to improve spelling and reading and is carefully monitored by the staff.

The teaching of the pupils with special educational needs is very good. In all of the lessons the learning support assistants are deployed well and provide a good blend of help and challenge to the pupils they work with.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school gives an appropriate emphasis to the basic skills. The wider curriculum is made interesting and good use is made of resources from within and outside the school to enrich the curriculum. The pupils could be given more opportunities for investigative work in mathematics and science.
Provision for pupils with special educational needs	Very good. The pupils' needs are identified and assessed at an early stage and they are given high quality support and targeted teaching to help them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The curriculum draws very positively on the pupils' own cultural, family and religious backgrounds. It promotes respect for the differences between people and for their values and beliefs. The curriculum looks beyond the school to draw upon and appreciate art, literature and music from other cultures and traditions.
How well the school cares for its pupils	Very good. All staff provide a high level of care for the pupils. Very good records of the pupils' achievements are kept. The school promotes very good behaviour and monitors the pupils' attendance carefully.

The school has very good links with parents and carers that help the pupils to learn. These include working very effectively alongside teachers in classrooms and supporting the children with the regular homework. This aspect of the partnership with parents has a very positive impact on the pupils' attitudes to the school and learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management are clear about the strengths and weaknesses in the standards the pupils achieve and they have put in place effective strategies to secure improvement. The sharper focus on the needs of the more able pupils since the last inspection has led to a significant improvement in their work. The work of the headteacher and key staff in monitoring and supporting the development of teaching has been very effective.
How well the governors fulfil their responsibilities	Very good. The governors monitor the school's performance well and provide a good blend of challenge and support. They fulfil their statutory duties very effectively in providing a sense of direction for the school and in promoting the school in the community.
The school's evaluation of its performance	Very good. The school has effective arrangements for monitoring and supporting the development of teaching and learning. It sets appropriate targets for improvement.
The strategic use of resources	Very good. The school has appropriate educational priorities linked to the available budget. Specific grants are used appropriately and the outcomes for pupils with special educational needs are very good. Plans are now in hand to upgrade the older parts of the building.

The school has a good number of teachers, support staff and resources to match the demands of the curriculum. The accommodation has been significantly improved and all of the teaching spaces are light, clean and well equipped. The principles of best value are applied rigorously to expenditure and the school does what it can to link with other local schools to compare its performance.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school; • The teaching is good; • The teachers are approachable; • The school has high expectations of the pupils. 	<ul style="list-style-type: none"> • The information they receive; • The range of activities outside lessons; • The extent to which the school works closely with them.

The inspection team agrees with the parents that their children like coming to school, that the teachers are approachable and that the teaching is good. The inspection team judge that the information the parents receive about their children's progress and day-to-day events in the school is comprehensive and of good quality. The range of activities the school provides outside lessons is similar to that found in most infant schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the pupils on entry to the Reception classes is broadly average and they are served well by the school. Most of the pupils make good progress and the majority are likely to reach or exceed the early learning goals in communication, language and literacy, mathematics, personal and social development, creative development, physical development and their knowledge and understanding of the world, by the time they start in Year 1. The classrooms are well organised and the work in the literacy and numeracy lessons has a good pace. The work in the Reception classes builds very quickly on the pupils' prior attainment and ensures that they rapidly develop as readers, writers and confident learners. In these lessons the children are actively encouraged to talk and listen to their teachers and to each other. In numeracy, the work is engaging and the children enjoy the opportunities for counting, ordering and matching numbers as much as the activities that are planned for them to develop their understanding of shape and space. The teachers develop in the children very positive attitudes towards learning.
2. The performance of the pupils in the national tests at age seven shows that standards are above average in reading and mathematics and well above average in writing. The inspection evidence confirms this picture, and it also indicates that the action the school is taking to ensure that the more able pupils achieve higher standards, particularly in writing, is being successful. The careful analysis of the national test results by the class teachers, combined with improvements in the planning, teaching and setting of curricular targets for individuals and groups of pupils, has led to higher standards in the work seen now in writing and mathematics. In all of the classes a much higher proportion of the pupils are working at a higher level than might be expected in their reading and writing. The pupils are keen to read for pleasure and they are also capable of finding information quickly and efficiently. They read with good expression and talk confidently about the books they are reading. Standards in writing are very good overall. The pupils are given many opportunities to write reports, stories and letters. They use a good vocabulary and more of the pupils in the work seen are achieving the higher levels. The very good focus on improving writing composition and the pupils' spelling in the Literacy Hour enables the pupils to write confidently and at length. Similarly, in mathematics the work is well planned and the focus on improving the pupils' mental strategy in the first part of the lesson, although showing success, still has some way to go, particularly in giving girls greater confidence in being able to verbalise their answers. The pupils' speaking skills and their confidence in thinking and reflecting on answers to the teachers' questions are more variable. In mathematics a number of the girls spoken to lack the confidence to speak out, particularly in the mental strategy part of the lesson. This is, in part, a reflection of the fact that the teaching does not always ask the pupils to explain through visual methods and approaches. It assumes that all of the pupils can calculate mentally at a higher level than some are able to. Similarly, in English lessons, the teachers accept many answers to their questions uncritically and do not extend them. The school has recently targeted the work of boys in reading and writing and this is seen to be having a positive impact. The boys spoken to enjoy books and reading. They particularly enjoy non-fiction books and show interest in what they can learn from books. In literacy lessons they settle to their writing tasks quickly and produce a very good range of work. This has a significant impact on their performance in other subjects.

3. The very good progress made by all of the pupils in writing, handwriting and spelling is a reflection of the consistently good and very good teaching, particularly in the way the word-level work is taught in the Literacy Hour. There are some good examples of writing in subjects other than English, but more could be done to encourage the Year 2 pupils to apply the skills they have learnt in literacy to doing independent research in subjects like history and geography, and to writing up their own ideas more in science.
4. The pupils with special educational needs make very good progress. Their needs are identified early and very good intervention programmes are put in place to help them. The programmes include physical and therapeutic activities for those children who need them and additional, targeted work in literacy through the additional literacy programme. Very good use is made of the teaching assistants who provide a very good blend of challenge and support to individual pupils.
5. Standards in science are in line with those found nationally and the work is interesting. Overall, however, there is too little practical, investigative work and the pupils' attainment in this aspect is a relative weakness. The standards achieved in the remaining subjects are in line with those expected nationally. In religious education the pupils have a good knowledge of special times and celebrations in the Christian calendar and the traditions, symbols and rituals of the Jewish Religion. The use of computers is well embedded in the teaching. Computers are used routinely in literacy and numeracy to consolidate learning in the word-level work and the work in number. There is some good use of the computers to support the work in data handling and evidence of increasing use of the internet to promote learning. The learning in subjects like history and geography is made lively and interesting. It responds well to the pupils' curiosity about the world in which they live, but could do more to encourage them to use books and other materials to find out for themselves. The other subjects draw upon the work of artists, literature and music from around the world. The work engages the pupils' interest and makes them want to learn more.

Pupils' attitudes, values and personal development

6. The pupils' attitudes to their work are very good. They are eager to come to school, enthusiastic and listen to their teacher's instructions. They work and play well together. When motivated by good teaching they are capable of sustained concentration, for example when a Year 2 class were writing limericks. Almost all of the parents who returned the questionnaires agreed that their child likes school and the inspection evidence supports this.
7. The behaviour in the school is very good. The pupils move around the school in a sensible manner. When there is an instance of unsatisfactory behaviour it is dealt with quickly by the staff. The pupils take a pride in their school and look after all of the equipment; they are proud to work with the caretaker to enhance the grounds with flowers and to keep it litter free.
8. Relationships are very good, being friendly and constructive throughout the school. For example, the Year 2 pupils worked well in pairs when they were developing the racket skills and ball control necessary for Short Tennis, and the children play well together in the playground. Their play is a good blend of physical activity and imaginative play. Pupils of different ages get on well together and with all the school staff. They show respect for each other's feelings, beliefs and values, but their confidence to join in class discussions varies. Boys are much more confident than girls in answering the teachers' questions and are more likely to provide elaborate and extended answers. The pupils are appreciative of each other's good work and behaviour; this was seen during the weekly Celebration Assembly.
9. The pupils' personal development is very good. The pupils develop in self-confidence and are willing to accept responsibility when the opportunities are given, quietly carrying out duties in class and around the school. The pupils undertake their school and class responsibilities seriously, with the 'class helpers' for the day having their own special chairs. Representatives from each class meet weekly with the headteacher for 'Talk Time', the school's own version of a school council, during which the pupils promote their ideas for school improvements.

- Attendance is good. It is above that found nationally in similar schools. Most of the pupils are punctual and lessons start and finish promptly so that little time is wasted at the start of school sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- The quality of the teaching is good overall in Reception and in Years 1 and 2. This is an improvement on the last inspection when it was judged to be satisfactory.
- The teaching in the Reception classes is good overall. The teachers are clear about what they are trying to achieve for the children and the organisational strategies they will use. They have established very good relationships with the children and there is a confident and positive atmosphere in each of the Reception classrooms. The teaching methods are well chosen and build very successfully on the pupils' prior learning. The recommended approaches to teaching literacy and numeracy are well established and result in demanding work for pupils of all abilities. Most of the lessons have a good balance of whole-class, teacher-directed and self-selected activities, although more thought could be given to developing the children's independent learning through the provision of more self-selected activities in the literacy and numeracy bases. The children are organised into three working groups. They confidently move from teacher to teacher for literacy, numeracy and creative and role-play activities. The Nursery Nurse very effectively supports the work in the creative area of learning. The work is well planned and the teachers make good use of their day-to-day assessments to set future work for the children.
- In all of the mixed Year 1 and 2 classes the teaching is very well prepared and organised. Very good use is made of the teaching assistants and other adults to support groups and individual pupils. All of the adults provide a good balance of support and challenge to the pupils. As a result, the pupils are confident to take risks and happily return to tasks to refine them or to persevere if they are not immediately successful. The basic skills of literacy and numeracy are taught well. In literacy lessons great thought and care is given to providing learning resources and activities in the word-level work that build the pupils' confidence in word recognition and word-attack skills. The word-level work in the Literacy Hour is supported by a very good range of learning activities. For example, very good use is made of computers and other resources that allow the pupils to check their own answers and for the teacher to be able to assess their progress at the end of the lesson. The work in numeracy lessons is well planned. The approach to teaching strategies for mental calculation is developing but it is not yet firmly embedded in all of the classes. The start of each lesson follows the recommended guidelines, but the teachers' skills in asking questions and moving the pupils from visual methods of calculation to doing it in their heads varies from class to class. In addition, the pace and excitement in the learning in this part of the lesson varies.
- In the best lessons, the teachers are skilled at asking questions and leading class discussions. Their questions are well targeted and challenge the pupils to think carefully. This contrasts with some of the teachers whose style is much more instructional and who rarely ask open-ended questions or develop the verbal responses they receive from the pupils. This was most evident in a physical education lesson and in a number of numeracy lessons, and is also linked to the level of challenge to girls in particular, to improve and clarify their verbal responses. In the first part of the numeracy lesson, the teaching does not always ask the pupils to explain through visual methods and approaches. Too often it overestimates the pupils and assumes that they are all capable of calculating answers mentally. Similarly, in English lessons, the teachers accept many answers to their questions uncritically and do not extend them.
- Day-to-day assessment is used well to plan the pupils' work and the teachers are clear about what the pupils need to learn. Group and individual learning targets are displayed in classrooms or in the pupils' workbooks. The marking and evaluation of the pupils' work is consistently linked to these targets and the pupils have good self-knowledge of their progress. Homework is used very effectively to improve spelling and reading and this is carefully monitored by the staff.
- The teaching in subjects other than English and mathematics has a number of strengths. The work in history and geography, for example, is making good use of fieldwork and visits. Almost all

of the teachers have completed their ICT training and they are confident and competent users of computers. The use of computers to consolidate learning in reading, spelling and number work is very good. Each subject has a scheme of work that is used to guide the teachers' planning and the assessment of the pupils' progress in the foundation subjects and science is developing well. A review of each subject by the co-ordinator is resulting in the National Curriculum orders being interpreted more imaginatively, and effective links are being made between subjects such as science and mathematics. It is a relative weakness, therefore, that the teachers could do more to encourage greater independence in the learning. They could, for example, encourage the pupils to work independently and to research topics for themselves. In science this would require them to provide more opportunities for the pupils to design and carry out investigations for themselves. In history and religious education the pupils could use the skills they have learnt in the Literacy Hour to pose and answer their own questions using books, artefacts and the computer.

17. The teaching of the pupils with special educational needs is very good. In all of the lessons the learning support assistants are deployed well and provide a good blend of help and challenge to the pupils they work with. This support is very effective in ensuring that the needs of those pupils with special educational needs are met. Consequently, these pupils make good progress.

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

18. The curriculum for the infant pupils is good and meets statutory requirements in all National Curriculum subjects and the locally agreed syllabus for religious education. The school makes very good provision, through the local authority's new policy, for the pupils' personal, social and health education including citizenship and, as appropriate, sex education. The headteacher was a member of the Primary Drugs Development team and a drugs awareness policy is in place. The curriculum is suitably broad and balanced and gives an appropriate amount of time to literacy and numeracy. This is an improvement on the last inspection when the time allocated to English was judged to be inadequate. The curriculum has undergone a thorough review since the last inspection and schemes of work are in place, or in the process of being revised, for all subjects and these support the teachers' planning. The need to address the provision for the more able pupils in mathematics and science, identified as a key issue for action at the last inspection, has been fully addressed in mathematics and is being reviewed by the recently appointed co-ordinator in science. Units of work are planned on a two-year cycle and the effective medium and short term planning ensures continuity.
19. The provision for the pupils with special educational needs is very good. The school quickly identifies those who need additional support and ensures that the full curriculum is available to them. The individual education plans are reviewed each term and revised targets set. The learning support assistants make a valuable contribution to the pupils' learning and have a positive impact on the standards achieved. A particular feature of the school's provision is the support that is given to two pupils with physical disabilities. The co-ordinator, support assistants and class teachers work closely together to ensure that these pupils gain much from their time in school. The school has, additionally, used funding to enlist the services of the local authority's special needs support service on a fortnightly basis and, less frequently, the services of a physical disability unit. The enthusiastic governor with responsibility for special educational needs is aware of the school's provision and is eager to develop her knowledge by attending training courses.
20. There are good links with the community to enrich the pupils' learning. These make a good contribution to the pupils' learning by promoting a sense of belonging and citizenship. The school enjoys a good relationship with the town council and the churches; it enters the "Market Weighton in Bloom" competition and hosts community activities such as galas and fetes. The adults and pupils participate in the local pantomime and the secondary school pupils are involved in the school's science days. The people in the town and surrounding villages act as "Right to Read" volunteers. The buildings are used before and after school by the "Big Bradley" Club, and the school is host to a part-time nursery. The official opening of the new building was attended

by local people and by Britain's tallest man, creating a further link with the local legend, William Bradley.

21. The school provides a good range of extra-curricular activities. Members of the lunchtime music club use their skills to perform in assembly, and those pupils who propagate seedlings with the enthusiastic caretaker in the greenhouse, see the benefits of their work in the colourful tubs around school. Day visits support the pupils' learning in history and geography, and visitors from Hull City Football Club and the Yorkshire Cricket Board enhance the curriculum provision.
22. The school makes very good overall provision for the pupils' spiritual, moral, social and cultural education. This is reflected in the very good attitudes that the pupils have to school, the respect they have for each other's feelings and the very good relationships between the adults and pupils. This is a considerable improvement on the last inspection when the overall judgement was that this provision was sound.
23. The provision for the pupils' spiritual development is good. The school gives them opportunities for the sharing of thoughts and feelings during collective worship and religious education lessons. A candle is lit to provide a focus for the pupils during the daily act of worship when the pupils' own prayers are often used. Visits by the local clergy, the prayers at the end of the school day and the choice of hymns and songs all provide pupils with the opportunity to reflect on their lives and those of others. A visit to the church provides pupils with the sense of awe and wonder when a "baby" is baptised by the vicar. In class lessons they enjoy activities such as cutting fruit in half and studying the natural patterns.
24. The school's provision for moral and social education is very good. The school rules and the relationship engendered between the teachers and pupils raises the pupils awareness of the importance of their role in achieving a calm, orderly environment where everyone is valued. The pupils are encouraged to discuss good and bad feelings, and are rewarded in class and in assembly for being helpful and thoughtful. The weekly "Talk Time" with the headteacher gives the pupils an opportunity to discuss issues of concern to them. Their social and moral awareness is enhanced when the pupils support a range of charities by raising funds for them. The pupils have the opportunity to fulfil a range of tasks as monitors in the classrooms and around school. Their social awareness in relation to the environment is encouraged by the attractive displays of flowers both inside and outside the school and their involvement in litter collection. The pupils believe that the school has "lots of visitors and friendly people in school" and this further develops the pupils' social awareness.
25. Cultural education is good. The school works well to promote the pupils' knowledge and understanding of their own culture and provides opportunities to consider those not represented in the school. National traditions and events such as the Queen's Golden Jubilee are recognised, along with those of countries such as Africa and India through art, music and visiting storytellers. The school has a wide range of multi-cultural books and a visit to a synagogue has given pupils a greater understanding of Jewish life and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. The standard of care provided by the teaching and non-teaching staff is very good. The headteacher takes the lead in setting an ethos of care through the daily assemblies.
27. The school has a suitable policy for child protection; there is a designated person, who is receiving training. All of the teaching and non-teaching staff are aware of their responsibilities and are kept up to date with child protection issues. There are two trained first aiders and the pupils know who to go to if sick or injured. There are regular fire drills and fire notices, with the location of the assembly point, displayed around the school. Clear procedures are in place for identifying and controlling risks to health and safety.
28. The school has good procedures in place for monitoring and improving attendance. Registers are monitored regularly and the school liaises with the Educational Welfare Officer if any pupil's

attendance gives cause for concern. The parents are reminded about the importance of good attendance in the regular newsletters.

29. The school's very positive approach to behaviour is detailed in the behaviour policy, which emphasises that 'Everyday is a new day'. As a result, the standards of behaviour in the classrooms, dining hall, and other parts of the school are very good. All members of staff monitor the behaviour of individuals and present a united approach in dealing with the few discipline problems when they arise. The pupils and parents know the rules, what is expected of the children and the sanctions that are applied when necessary.
30. The school has very good procedures for the day-to-day assessment of the pupils' progress. Assessment information is used very effectively to plan the work that the pupils will do in English and mathematics and to report on their progress to parents. The pupils are aware of their individual targets and have good self-knowledge of what they need to do to improve. Those pupils with special educational needs have clear individual learning plans and parents are kept well informed of their progress.
31. There are good relationships between the pupils, teachers and other adults in the school. The teachers demonstrate a good knowledge and understanding of the needs of the pupils. They are alert and responsive to the pupils' needs and their personal and social development is monitored effectively. Personal and social issues are addressed in classes during personal, social and health education lessons, which include talks by the Police and Fire Brigade in relation to 'Stranger Danger' and fire safety. The pupils know that if they have any problems all the staff will support them sensitively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. The school's partnership with the parents is very good. The parents have positive views about the school and the replies to the questionnaires and the responses given at the parents' meeting show that they have a high level of confidence in the school and its staff.
33. The very active fund raising group organises a wide range of activities for both parents and children including the Jubilee Picnic, Summer Fair, discos, and quizzes which are sent home. The parents are invited to the 'Birthday Assemblies', as well as the special assemblies and concerts which are held to mark Harvest, Christmas, Easter and when Year 2 leave.
34. The quality of information provided for the parents is good. The school prospectus contains all the necessary information for pupils joining the school. There are regular newsletters providing a full account of activities and detailing forthcoming events. The Governors' Annual Report gives a clear picture of school life in the preceding year. The parents are provided with termly opportunities to meet staff and discuss their children's progress. The annual reports to parents state what their children know, understand and can do and include targets for the next year.
35. Parental involvement in their children's learning is very good. Support from home is well promoted and valued by the school. The Reception staff undertake home visits before the children start school, enabling the children to have a smooth transition from home to school. A number of parents make a valuable contribution to the life of the school by helping in the classroom on a regular basis and accompanying the children on educational visits, including volunteers from the 'right to read' initiative. The parents encourage their children to complete their homework and listen to them reading. The majority of the parents have signed the home-school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The leadership and management of the school are very good. The school aims to provide a broad and balanced curriculum and to provide the '*first steps to tomorrow's world*'. These aims are faithfully reflected in its work. One of the strengths of the leadership is its success in maintaining many of the positive features of the school that were evident at the time of the last inspection,

- and having very good procedures for monitoring and evaluating the school's performance to secure improvement. For example, the leadership has implemented the arrangements for the performance management of teachers and has a very good policy for the appraisal of other staff. The leadership has been very successful in attracting high quality staff from outside the school to replace a number of those who have left, and provides good support to staff who join the school.
37. The leadership has responded well to the key issues for action set out in the last report. A comprehensive programme of monitoring and support for the development of teaching and learning has resulted in higher standards for all of the pupils, including the most able and those who find learning difficult. The school's assessment procedures are now rigorous and result in the close monitoring of each pupil's progress within lessons and over time. In this way the school is able to set challenging targets for improvement at the individual, class and cohort level. These very good procedures, including the use of curricular targets, enables each of the pupils to be better informed about their progress and what they need to do to improve.
 38. The governing body fulfils its statutory duties well. The governors are strongly committed to the school and they provide a very effective strategic steer to its further development. The governors are well organised. They have effective committees, very good procedures for the induction and training of new governors and very good procedures for monitoring the school's work. The chairperson is extremely well informed about the day-to-day work of the school. The respective roles and responsibilities of the senior management team and the governors are well defined and understood. The governors do much to champion the work of the school in the community and combine their trust in the headteacher and staff with an appropriate level of challenge and support.
 39. The teachers with responsibilities for managing subjects and other aspects of the school's work are effective. The leadership has given very good support to the introduction of the National Literacy and Numeracy Strategies. Both have helped the school to focus on raising standards, and with only minor development points both Strategies are firmly embedded in the work of the school. All of the subject co-ordinators are well briefed and, through the training opportunities they are given and their links with local authority advisers, they have put together very good subject action plans.
 40. The day-to-day management of the school is very good. The daily routines are effective in creating an orderly environment in which the pupils can learn. The school building has been greatly enhanced over the last three years and is now a very good size for the number of pupils. The spare capacity in the school is being used very effectively as a community resource for an after-school club and as a nursery. Both of these developments positively reinforce the school in the community and they are appreciated by the parents. The work of the clerical staff, learning support assistants, lunchtime supervisors, caretaker and cleaning staff all contribute significantly to the smooth running of the school. All of the non-teaching staff show great commitment to the school and its values. The caretaker, for example, works with the children to grow flowers that brighten up the grounds. The school secretary is always on hand to welcome visitors to the school.
 41. The school's financial planning is very good. The governors monitor the budget well because the school secretary and the headteacher provide comprehensive monthly reports to both the finance committee and the full governing body. The school has appropriate educational priorities linked to the available budget and uses specific grants wisely to raise standards. The school applies the principles of best value rigorously to expenditure, consults with parents on developments and seeks to compare itself with similar schools locally and nationally. The accommodation is very good and the school has an appropriate number of teachers and support staff. Taking into account the context of the school and its outcomes, it provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In order to raise standards further the leadership should:

- (1) Extend the range of opportunities the school provides for the pupils to plan and carry out more of their own investigative work in mathematics and science, and independent research in history and geography. (paragraphs 2, 3, 5, 16, 62, 82)
- (2) Extend the range of opportunities for the pupils to develop their speaking skills. (paragraphs 2, 14, 56, 59, 62)
- (3) Raise the quality of the teaching to that of the best by:
 - further developing the teachers' knowledge of effective questioning skills so that they extend and verify what the pupils know and understand. (paragraphs 2, 13, 14, 56, 59, 64, 68)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	20	8	0	0	0
Percentage	3	15	20	24	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100 care should be taken when interpreting these percentages as each lesson represents more than one or two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		164
Number of full-time pupils known to be eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		12

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	28	24	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	27	26
	Girls	23	22	21
	Total	49	49	47
Percentage of pupils at NC level 2 or above	School	94 (80)	94 (84)	90 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	27
	Girls	21	20	20
	Total	47	47	47
Percentage of pupils at NC level 2 or above	School	90 (85)	90 (89)	90 (96)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	110
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.4
Average class size	27.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	119

FTE means full-time equivalent

Financial information

Financial year	2000/01
	£
Total income	351609
Total expenditure	361646
Expenditure per pupil	2206
Balance brought forward from previous year	23289
Balance carried forward to next year	13252

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	165
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60.0	35.0	5.0	0.0	0.0
My child is making good progress in school.	45.0	52.0	3.0	0.0	0.0
Behaviour in the school is good.	51.0	45.0	3.0	0.0	1.0
My child gets the right amount of work to do at home.	31.0	47.0	16.0	5.0	1.0
The teaching is good.	54.0	42.0	1.0	0.0	3.0
I am kept well informed about how my child is getting on.	36.0	39.0	23.0	3.0	0.0
I would feel comfortable about approaching the school with questions or a problem.	53.0	42.0	4.0	1.0	0.0
The school expects my child to work hard and achieve his or her best.	57.0	36.0	3.0	1.0	3.0
The school works closely with parents.	32.0	45.0	21.0	1.0	0.0
The school is well led and managed.	47.0	43.0	8.0	1.0	1.0
The school is helping my child become mature and responsible.	56.0	37.0	4.0	0.0	3.0
The school provides an interesting range of activities outside lessons.	22.0	35.0	23.0	4.0	16.0

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

Personal, social and emotional development

43. The children enter the school with a wide range of attainment, but it is broadly average overall. The children make good progress in the reception classes and most are likely to achieve or exceed the early learning goals by the time they start in Year 1. The children settle quickly and happily when they come into school. The quality of the teaching in this area of learning is good; the teachers make sure that all of the children have a clear understanding of what is expected of them and, as a result, they develop positive attitudes to learning. The children know the routines on entering the classroom and become involved with the good range of activities provided such as writing, reading, building with construction sets and using the role-play areas.
44. The teachers have high expectations of the children's behaviour and ability to take care of themselves. The children are confident and independent when dressing and undressing and when taking care of their personal hygiene. There is a good balance of teacher-directed tasks and of children-chosen activities in the practical area. This provides good opportunities for the children to develop independence and self-reliance, especially when they move between the activities during the free-choice sessions. The children's personal and social skills are developed well because they are provided with good opportunities to work and play together and to reflect on the effect of their actions on others. They persevere with tasks and behave very well. There are very good relationships between all the adults who work in the Reception classes and the children. The children are gaining confidence in speaking to adults and each other. They try hard to think things through for themselves. However, on some occasions there is a noticeable difference in the way the children respond to questions from their teachers and other adults. Boys answer questions more confidently and are more likely to offer explanations for their answers than are the girls.

Communication, language and literacy

45. Although there is a wide range of attainment the majority of children enter the Reception Classes with average language skills. The teaching in this area is consistently good and this enables the children to make good progress. By the time they start in Year 1 most of the children are likely to achieve or exceed the early learning goals in communication, language and literacy.
46. The children enjoy listening to and reading stories and information books and they concentrate well in literacy sessions. The children listen to and talk to their teachers and other adults in individual and group discussions. They respond well to events in stories such as 'The Fish who could Wish'. The teachers extend the children's vocabulary well and give the children good opportunities to talk about their own wishes. For example the children make a range of imaginative suggestions about what they would like to be or do, such as 'I wish I had some treasure with sparkling rubies'. However, some opportunities are missed to extend the children's ability to explain their thought processes verbally by asking more open-ended questions.
47. The teachers develop and build on the children's early reading skills through the sharing of books and stories and the very good teaching of phonic skills. The most able children read fluently and are able to retell stories they have read. All of the children take reading books home daily to share with parents and carers and this makes a positive contribution to their achievement.
48. The children acquire a good understanding of the writing process; they hold pencils correctly and are taught the right way to form letters. The majority of the children know the individual letters of the alphabet by name and sound. They recognise, read, and can write their names. They use their knowledge of letter sounds to help them read and write unfamiliar words. The classrooms have some alphabet charts and labels to encourage the children to link letters and sounds and write words themselves. There are good formal and informal opportunities provided for the children to

encourage them to write for a wide variety of purposes such as describing their own wishes, writing lists and sequencing stories. The teachers value the efforts that the children make and, as a consequence, they approach writing tasks with confidence and enjoyment.

Mathematical development

49. The children enter the school with average skills in mathematical development. The teaching is consistently good and enables the children to make good progress in gaining mathematical understanding and skills. Most of the children are likely to achieve or exceed the early learning goals by the time they start in Year 1. The children make good progress because the teachers know what they have learnt and plan the next stage of work carefully to challenge and extend their knowledge of, and skills of working with, numbers. As the school year progresses the children use games and singing rhymes to make the learning fun and to build confidence in counting and using their number skills. On a few occasions the introductory part of the lessons is too long and limits the opportunities for the children to work independently.
50. The teachers frequently provide good opportunities for the children to count and use numbers, and this enables them to develop their understanding of the number system. The boys in particular are keen to offer answers and explanations as to how they have worked them out. For example, in a lesson introducing subtraction, one of the boys could explain how many steps had been jumped back on a number line as the difference between two numbers. The children all recognise numbers one to ten in digits and most of the children can count to at least 30 and many confidently beyond. They understand the concept of simple addition, and are beginning to add and subtract to ten. The more able can work with larger numbers. The children learn to recognise coins and use money to a value of 20 pence. They learn to tell the time in hours and sequence events in their daily lives.

Knowledge and understanding of the world

51. Most of the children are likely to achieve or exceed the early learning goals in knowledge and understanding of the world by the time they start in Year 1. Overall, the quality of the teaching is good in this area and the children make good progress. There are some minor shortcomings in the use of resources needed to provide a full Foundation Stage curriculum. For example, the outdoor area is not always able to be used to full advantage because there is no direct access from the practical area.
52. The children are given good opportunities to use the computers; they know how to use a program to choose colours and lines to make pictures and they confidently use the mouse to point and click. As part of their topic on homes they discover which materials are used for different parts of houses and they understand the concept of representing a route on paper when they produce maps to show the routes to the homes of the Three Little Pigs. Good use is made of visits and visitors to support the curriculum. For example, last year the children visited the Humber Bridge and will soon make a trip to The Deep as part of their project on water. The children can predict which materials will float or sink and are very interested in the testing process, although some opportunities for the children to explore and investigate scientific areas for themselves are missed. They learn to recognise the stages of change and growth in seeds and plants. There are good opportunities for the children to learn about the faith and customs of Christianity and the stories of the Old Testament. They learn the significance that special books, such as the Bible, have in people's lives. The children often participate in whole-school activities and learn about other religions, cultures and traditions.

Physical development

53. The children develop their physical skills well through the indoor and outdoor sessions. Most of the children are likely to achieve or exceed the early learning goals in physical development by the time they start in Year 1. The children show a good awareness of space; they can interpret

instructions and respond imaginatively moving forwards, backwards and from side-to-side. They do not bump into each other as they move and they take care when they are playing not to act in ways that may harm other children. They have some opportunities to develop their skills on wheeled outdoor equipment, and to climb and balance. They can dress and undress themselves with help with fasteners. There are good opportunities to develop fine motor skills using paintbrushes, pencils and scissors, as well as through joining together pieces when completing jigsaws, train tracks and models.

Creative development

54. Overall, the children enjoy a good range of experiences in art, music, story and imaginative play. The quality of teaching and learning is good and the children make good progress in their creative development. Most are likely to attain and some exceed the early learning goals by the time they enter Year 1. The children know a good range of colours, and they paint with enjoyment, confidence and skill. They paint lively portraits of the Queen, print a range of patterns and depict fish and water scenes. They know how to mix colours and how to add white to create a paler shade. Materials such as sand and water are available for children to explore on a daily basis. Music lessons and a range of musical instruments, songs and rhymes, help to develop the children's understanding of sound, rhythm and pattern. They sing and join in songs with actions competently and enthusiastically. Resources for indoor role-play situations are provided and the children enter imaginatively into sailing the pirate ship, looking for treasure and living in a shelter on a desert island. On occasion, the opportunities for the children to develop their imagination and creativity by choosing their own materials and subjects could be extended to complement the good teaching of skills and knowledge in this area of the Early Years curriculum. For example, occasions for the children to explore outdoors, use their imagination and experience play situations are limited. The children enthusiastically use large cardboard boxes for tents but the outdoor playhouse is bare and does not provide planned or free choice learning opportunities.

ENGLISH

55. Inspection evidence shows that standards have improved significantly since the last inspection and, by the end of Year 2, they are now well above average. When taking into account their prior attainment, all of the pupils, including those with special educational needs, make very good progress in reading, writing and listening. The pupils' progress in speaking is satisfactory, but girls in particular could do better.
56. Most of the pupils are making good progress in listening and standards are above average. They listen well to their teachers and other pupils and most are keen to contribute to the discussions in the Literacy Hour and in lessons in other subjects. There is, however, a discernible difference in the quality and quantity of the responses the pupils make to the teachers' questions. Boys frequently appear more confident and are more likely to provide thoughtful and perceptive answers to questions. They do not dominate discussions, but seem to be more able to talk about the work they are doing. For example, in a literacy lesson the pupils were asked to generate questions they would like to have answered when reading a book about the body. The boys were eager to contribute and many came up with interesting questions that could be researched such as, 'Why does the body need to rest?' In contrast, the questions posed by the girls were fewer in number and related much more to the text itself. Similarly, in mathematics, the girls are less likely to explain the reasoning behind their calculations and are less confident in verbalising their answers. The teachers, in their evaluations of the pupils' work in a number of subjects, have commented on the reluctance of some of the pupils to engage in discussion. A good feature in some of the lessons is the use of 'discussion partners' to help the pupils to clarify their thoughts and ideas before talking to the whole class. The extension of these good features of the teaching, combined with an audit of the use of drama, role play and questioning techniques, would usefully inform an action plan to further improve standards in this aspect of the subject.

57. In reading, most of the pupils, including those with special educational needs, are making good progress. The National Literacy Strategy has been implemented very successfully and is having a positive impact on standards. In the best lessons the word-level work is taught very well. The teachers link the teaching of reading and writing very successfully and the independent word-level work that is provided is both challenging and enjoyable. It is carefully prepared so that puzzles, worksheets and the use of the computer provide instant and positive feedback to the pupils, and enable the teacher to assess the learning whilst working with the guided reading group. Consequently, most of the pupils have very good word-attack skills and are able to sound out unfamiliar words. By the end of Year 2, most of the pupils read accurately and with good expression. They realise when they have made a mistake and are able to correct it. They have a good understanding of the text and are able to talk confidently about events in the story and the characters in it. The pupils enjoy books and understand the difference between fiction and non-fiction. Most of the pupils read at home and are heard to read regularly by their teachers. Community volunteers read with the pupils on a regular basis and the school's targeted work with pupils who are finding learning to read difficult is having much success. The teaching of reading is given a high priority in the school and this contributes positively to the pupils' progress in other subjects.
58. In writing, most of the pupils, including those with special educational needs, are making very good progress. Around one third of the pupils have achieved a Level 2A or Level 3 in this year's national tests. These pupils are able to write in a lively and interesting way. Their sentences are usually grammatically correct and they use a good range of punctuation (full stops, capital letters and question marks) accurately. Their handwriting is clear and well formed. All of the pupils write confidently and enjoy the writing tasks in the Literacy hour. Because the writing process is well taught, all of the pupils achieve well. Spelling is taught systematically, tested regularly within groups and, as a result, the pupils confidently use common words in the writing and make good attempts at more complex words. The pupils use the words on display in the classrooms and many of the more able pupils know how to check their spelling. The pupils are given opportunities to write in a variety of styles and for different purposes and the most able pupils write interesting and lengthy stories. The pupils' writing in other subjects shows the same level of thought and care and helps to reinforce the teaching of this skill. There are fewer examples, however, of work that shows independent research in subjects such as history and geography.
59. The quality of the teaching is good overall, with some very good and excellent teaching. The National Literacy Strategy has been implemented successfully and the teachers have a very good knowledge and understanding of the subject. In the most effective classrooms the teachers' questions challenge the pupils to think carefully and provoke a thoughtful response. The organisation of resources and the support given to each of the groups is very good. In the satisfactory lessons it is the teachers' questioning skills and the extent to which the work is presented in a lively and interesting way that limits the pupils' learning. Overall, however, the basic skills are taught well.
60. The English Co-ordinator provides very good leadership for the subject. She has a clear view of the strengths and areas for development in the subject. The headteacher has observed the teaching and learning in order to monitor standards and to identify priorities for development. This has resulted in greater consistency of approach across the school. The school has a very good range of fiction and non-fiction books, many of which are housed in an attractive library.

MATHEMATICS

61. The inspection evidence shows that standards in mathematics are well above average by the end of Year 2. This is a very good improvement on the findings of the last inspection. Taking into account their prior attainment, most of the pupils make very good progress as they move through the school. This is because the teaching is good. The teachers have followed the National Numeracy Strategy with a strong emphasis given to the development of number skills and this has helped the school to raise standards consistently year on year. Very good procedures for checking the progress of pupils have been put in place and the information has been put to very

good use to support the teaching and learning. The pupils are grouped according to attainment and this enables the work to be matched carefully to the pupils' needs. The teachers' planning is thorough and focused so that the work provided builds on the pupils' prior learning. The teaching assistants help the pupils with special educational needs very well and this enables them to make the good progress seen.

62. On some occasions the pupils' learning is not as good as it could be because the teachers do not plan sufficient opportunities for pupils to think for themselves and work out how to use their skills in solving everyday problems. A feature of this is the large number of worksheets that are used and the fewer opportunities that are provided for investigative work. By the time they are seven, significantly more boys are achieving the higher levels in mathematics than girls. The teachers value all of the pupils' contributions, but quite often the boys are more able to articulate their understanding and awareness of number and number patterns whilst the girls find it more difficult to explain their working out. Some of the girls lack confidence in their ability to do well at mathematics, even though they have good understanding, and tend to be more reticent in offering answers and explanations. The opportunities for discussion with partners, to help the pupils clarify their thoughts and explain their working out before sharing this with the whole class, could be usefully extended to help to improve levels of confidence and motivation among all pupils. The school is aware of the need to help the girls do better and, earlier this year, gave a targeted group of girls more intensive work which resulted in better outcomes in the national tests.
63. The Year 1 pupils count, sequence, add, subtract, read and write numbers confidently to 20. They can transfer their skills and knowledge of numbers to working with coins up to £2. Information and technology skills are well used, for example when the Year 1 pupils use a computer program to extend their understanding of ordering numbers. By the end of Year 2, many pupils understand the place value of digits, and can sequence numbers to 100. They can estimate and measure with increasing accuracy, such as the length of objects more or less than one metre. They know the properties of 2-D shapes and can recognise shapes that tessellate or are symmetrical. They communicate the findings of collected information in tables and block graphs, and are able to interpret the represented data for example, about pupils' eye colour. They can tell the time in half and quarter hours using both digital and analogue clocks. The more able pupils can multiply and divide by 2, 3, 5 and 10.
64. Overall, the standard of teaching is good and the basic skills of numeracy are taught thoroughly. This is a good improvement on the findings of the last inspection. In the best lessons the introductory parts of lessons, when pupils are involved in mental calculation, are conducted with verve so that the pupils, especially the boys, are alert and eager to answer questions. These better lessons are characterised by purposeful questioning and clear explanations by the teachers. However, on occasions the teacher's questioning of the pupils does not always clearly check what all of the pupils know and understand and it fails to extend or build upon the answers given by the pupils. The teachers manage the pupils well; they have high expectations of good behaviour and use resources well. The well-planned use of the teaching assistants, students and volunteers helps to ensure that the learning is effective. The teachers place satisfactory emphasis on work to help the pupils develop their thinking and reasoning skills, as they move through the school. However, not enough attention is given to investigating number patterns and sequences, and using and applying mathematics in other subjects.
65. The management of the subject is effective. The subject co-ordinator is well briefed and has a useful action plan for the future development of mathematics. The headteacher and subject leader have monitored the teaching and learning to help them gain an overview of the progress in the subject and this has resulted in higher standards for the pupils. The school's assessment arrangements in mathematics are very good. Data from national tests and other assessments is carefully analysed to help identify weaknesses, and they are then targets for development. There are consistent approaches to help the teachers find out what the pupils know and understand so that they can keep track of the pupils' progress and these are linked to National Curriculum levels. The good range, quality and quantity of resources have helped to meet National Curriculum requirements effectively.

SCIENCE

66. Standards in science are in line with those expected nationally and the pupils, including those with special educational needs, make satisfactory progress. This is a similar picture to that found at the last inspection, although the percentage of pupils achieving at the higher level in the statutory teacher assessments at the end of Year 2 has risen.
67. By the end of Year 2 most of the pupils are able to predict what might happen in experiments but some pupils are not always clear how their results have been achieved. They know, for example, how to make a circuit using a switch but find it difficult to explain what happened and why. Evidence from the work scrutiny and discussions with the pupils indicates that there are insufficient opportunities for the pupils to carry out their own lines of enquiry. Recording is mainly on worksheets that are often over prescriptive and restrict the pupils' thinking skills. When the pupils are able to record more freely they are able to explain why a bubble wrap surface prevents cars travelling as far as they can on a carpet or wooden floor; they produce detailed drawings and graphs of the experiment and the outcomes. They know that sounds can be made by shaking, banging, blowing or plucking instruments and that a house is built of many different materials and that each has a different function. They are aware that, with one or two exceptions, mammals do not lay eggs and when sorting living things into categories record that "humans are mammals too".
68. The teaching is satisfactory overall with some good, and occasionally very good, features. In the very good lesson seen, the teacher's questioning during the opening session challenged the pupils to think more deeply about what they were doing in relation to the classification of living things. The class was then provided with a good range of tasks to match the ability of each group. Each of the pupils had a clear idea of what was expected and good use was made of additional research materials from the library and a CD Rom. This enabled the more able pupils to identify the duck billed platypus as a mammal that lays eggs and that the Etruscan shrew weighs "no more than a sugar lump". This contrasts with some of the evidence that suggests that the pupils are occasionally guided to the expected answer rather than being allowed to use their own ideas or words. Good use is made of classroom support and the pupils with special educational needs are integrated well into the group activities.
69. Planning in science is based on national guidelines and is delivered as part of a two- year programme. Assessment tasks are carried out on a regular basis and the co-ordinator keeps a file of assessment opportunities. The curriculum is enhanced by a termly science day when different activities are set out in four classrooms. Additional support for the day is provided by groups of twenty pupils from the local high school. The co-ordinator is eager to see the subject develop further and has been able to discuss possible development points with colleagues and the local authority adviser. Evidence is collected from colleagues and the staff complete questionnaires to help with the evaluation process. An action plan includes the development of the school 'wild' area as a teaching resource following the allocation of additional funding from a school initiative. A range of well organised resources that are updated and renewed from the subject's budget supports planning and teaching in science.

ART AND DESIGN

70. By the end of Year 2 the pupils' attainment in art is in line with that expected for their age and they make satisfactory progress. All of the pupils have good access to the art curriculum and the subject area makes a very good contribution to the pupils' spiritual, moral, social and cultural education.
71. The pupils enjoy art activities; they work with enthusiasm and concentrate well trying hard to achieve the effect they want. Good use is made of sketchbooks to try different techniques and media. The pupils have opportunities to evaluate their own and others' work; they make sensible, sensitive comments showing knowledge of line, form, and colour. They can identify what they like about a picture and suggest how it could be improved. The adults in the school support this work

very well by valuing the pupils' efforts and helping them to develop confidence and self-esteem when working on projects in art.

72. The pupils produce lively pictures of the inside of fruit using good skills of observation. Using a range of media they represent the texture, pattern and vivid colours of the different fruits. The pupils, in creating their own lively portraits of the Queen as part of the Golden Jubilee Celebrations, have used a good variety of media, mixing paints, pastels and coloured pencils to achieve good skin tones, facial features and crowns. As part of a project on Africa the pupils have mixed and painted vibrant backgrounds of sunsets and applied silhouettes of animals on the horizon. They weave paper, fabric, and wool of different hues to create a very good effect. To celebrate the Millennium and the opening of the new part of the school every pupil made a tile showing their handprint. These have been arranged in the shape of a tree and form an interesting and permanent display on the wall at the end of a corridor. The pupils use information and technology skills to insert pictures of fruit into their designs.
73. In all of the lessons seen the quality of teaching was good. The teachers plan and organize the lessons well; they have high expectations that the pupils will behave well and try hard to accomplish the task set. The planning makes good use of sketch books on a regular basis to practice drawing and try new techniques. The lessons are interesting and the teachers give the pupils good opportunities to experience and use a good range of media and materials. The pupils' work is carefully displayed around the school.
74. The management of the subject is good. The overall organisation of art and design uses the national guidelines and the school's own medium-term plans to make good links with other subjects. The classes at present have both Year 1 and Year 2 pupils and it is not always clear what should be taught in each year group to make sure that the pupils build on what they have learnt before. However, overall, the art and design curriculum is interesting and valuable. The school makes good use of occasional visitors to stimulate the pupils' interest and to teach techniques and crafts.

DESIGN AND TECHNOLOGY

75. Only one lesson in design and technology was observed during the inspection, although this lesson along with scrutiny of work and discussions with the pupils and teachers, indicates that standards are in line with those expected for their age and that the pupils make satisfactory progress. This is a similar picture to that seen at the previous inspection.
76. The pupils talk about their work with enthusiasm. They enjoy making wells with an appropriate winding mechanism, are able to choose appropriate materials for the model and can explain why a sturdy construction is more important than an attractive design. Opportunities for the pupils to design their work using pencil and paper are somewhat limited, however, and often restricted to a list of processes. There is, however, some evidence that the computer has been used for the design stage. They know the basic rules for healthy living and why it is important to wash fruit and vegetables before they are eaten when producing a fruit salad. They can explain the importance of refrigeration and record that you should "never eat food that is out of date".
77. From the evidence available the quality of the teaching in design and technology is satisfactory overall. The one lesson observed presented pupils with a range of initial activities following a good introduction but lacked further and more demanding tasks for those who quickly completed the work set, or for the more able pupils.
78. The subject is timetabled separately but also linked to other areas of the curriculum when possible. A curriculum policy is at the draft stage and the medium-term plans are taken from national guidelines. The co-ordinator oversees planning and offers advice to colleagues, and there is a satisfactory range of centrally stored resources.

GEOGRAPHY / HISTORY

79. By the end of Year 2, standards in geography and history are in line with those expected. Most of the pupils achieve well because the teaching in geography ensures that they gain a good knowledge of people, places and environments, and in history they learn to compare life in the past with their own lives today. Good progress has been made in developing the pupils' geographical enquiry skills and in the use of fieldwork in both subjects.
80. When studying the immediate locality of the school, the pupils successfully describe the position of landmarks in appropriate geographical terms. They read and draw simple maps and plans of the area. By the age of seven, they understand how to compare and contrast their own locality with places further away. The pupils show an ability to translate their thoughts into recorded work by designing simple plans to show how to get from the school to the church and they are able to justify their decision to take a particular route. This is further developed as the pupils walk the route and compare photographs of familiar landmarks with the real thing. In the work on Africa, the pupils learn about changes that take place in hot and cold countries and how a different climate affects people's lives. They are aware that village life is not the only way of life in Africa and that larger cities are similar to our own. The pupils develop a good awareness of the importance of caring for the environment as they progress through school. They take a particular pride in their playground and in making the school grounds attractive. Good use is made of the digital camera to provide photographic evidence for use in geography.
81. In their work in history, the pupils show a good understanding of the past. They describe change in their lives and compare it with how people lived long ago. They talk confidently about some of the events in the life of our present Queen and some take this further to describe how famous people have changed our lives.
82. Only two lessons were observed during the inspection, both in geography. However, discussion with the pupils and a scrutiny of their previous topic work indicates that the quality of the teaching in these subjects is often good and that the pupils make good progress. One of the major strengths of the teaching is the effective use of fieldwork and the value placed on first-hand experience. This offers the pupils very good opportunities to draw on observations and experiences. As a result, they make very good links between different aspects of the topics they study. The pupils enjoy interpreting evidence from pictures and maps and work hard. By contrast, the pupils' experience of researching topics for themselves and using books and pictures to pose and answer questions is a relative weakness. This apart, there are some good examples of the pupils writing reports and factual accounts in history. This written work could be extended so that some of the research skills taught in the Literacy Hour are further reinforced and extended.
83. The subjects are supported by an appropriate scheme of work. The teachers are clear about what has to be taught and the resources are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

84. Standards of attainment in Information and Communication Technology (ICT) are in line with those expected nationally and the pupils make satisfactory progress. This judgement is similar to that made at the last inspection although the school now provides greater opportunities for ICT to be used across the curriculum and to support learning in other subjects.
85. By the end of Year 2, the majority of the pupils have satisfactory basic skills and are provided with structured opportunities to become familiar with a range of ICT. Many pupils are able to load programs that they have previously saved into their own files and can close them down when they have finished. They learn to use the keyboard and mouse with control and understanding, and operate a range of programs effectively. They use the menu board with confidence and they insert a fruit picture from clipart and enlarge the text to a suitable size after experimenting with a range of font sizes. They are aware that computers can be used to classify information and use a data file to display, interpret and print graphs. They record and store information related to the weather in line and block graphs, and produce graphs of their birthdays and of favourite fruits

from the information collected within the class. The majority of the pupils are able to use the Internet and CD Rom to find information linked to other areas of the curriculum.

86. The teaching is satisfactory and builds systematically on previous learning as the pupils progress through the school. This was particularly noticeable in the lesson where ICT was used well to support the teaching by offering extended learning tasks to a group of pupils. Good use is made of the digital camera by the teachers to support map work and visits, and the pupils enjoy seeing the photographs that they have taken or those that appear in displays around the school. In the one lesson observed the good general introduction was followed by the teaching of skills with the use of the class computer and it was clear that many of the older or more able pupils already knew the techniques being taught. With two year groups being taught together, consideration needs to be given, to dividing the class for the teaching of the basic skills.
87. There is sound curriculum leadership in ICT and the co-ordinator has considered options for the development of the subject. Staff have been encouraged to extend their knowledge and a good programme of professional development has been established enabling all teaching staff to obtain their national training course. Assessment is carried out on a termly basis and the clear curriculum plan ensures that the teachers' planning ensures the effective delivery of the key skills identified.

MUSIC

88. Music and singing are positive features of the school and are enjoyed by all of the pupils. The standards of attainment by the end of Year 2 are in line with those expected nationally and they make satisfactory progress. This is a similar picture to that found at the last inspection. The subject makes a very good contribution to the pupils' spiritual, social and cultural development.
89. The pupils' learning is supported by a number of features. The pupils have access to an interesting range of musical activities. For example, all of the Year 2 pupils learn to play the recorder and a group of the older pupils play tuned percussion instruments to accompany singing in assembly. The pupils are eager to become involved in the singing and instrumental activities and the good teaching ensures that they remain attentive and involved throughout the lessons. Together with the subject manager, the teachers, several of whom are also competent musicians, actively promote the pupils' musical learning throughout the school. The pupils often sing together. They sing enthusiastically and tunefully and know a good number of songs.
90. The pupils' respond well to music, they handle the instruments well and treat them with care and respect. Throughout school, the pupils have opportunities to play percussion instruments and to listen to a good variety of pieces of music. The pupils know, understand and correctly use a good range of musical vocabulary. For example, they understand high and low pitch and fast and slow tempo. They are exploring ways of composing some music and recording the compositions with picture symbols so that they can perform the music together as a class.
91. The lessons seen during the inspection were of good quality. The teachers have good subject knowledge; they are well supported by the clear guidelines of what they are to teach and a good range of resources. They explain the objectives of the lessons clearly and expect the pupils to participate fully in the learning opportunities; this enables the pupils to make good progress in the lessons seen and satisfactory progress overall in music. The teachers' medium-term plans include opportunities for the pupils to create and develop musical ideas for themselves. The co-ordinator ensures that the learning opportunities for pupils are very well extended in the 'hymn practice assembly'.
92. The school is using the national guidelines, together with its own planning, to decide what should be taught in each topic. However, because the classes at present have both Year 1 and 2 pupils it is not always clear what should be taught in each year group to make sure that the pupils build on what they have learned before.

PHYSICAL EDUCATION

93. Insufficient evidence was gained during the inspection to make an overall judgement on standards in physical education but in the games lessons observed standards are in line with national expectations.
94. The pupils co-operate well in pairs and threes on a range of short tennis activities. They accurately throw a ball into a circle for their partner to hit and their striking skills are controlled well. When playing mini cricket with coaches from the Yorkshire Cricket Board they display good skills when batting and fielding and understand the games basic rules.
95. The teaching is good overall. In the two games lessons observed the teachers made good use of pupils to demonstrate the skills to be practised and provided good warm up activities to the key part of the lessons. A lesson involving a co-operative parachute activity that forms part of the curriculum plan was insufficiently demanding in terms of the activities planned from the guidelines, and the teacher's expectations, to form the basis of a whole lesson and would be better used as just a warm up activity.
96. The physical education curriculum is well planned around gymnastics, games and dance and, in addition to the cricket coaches, is supported by players from Hull City Football Club. The facilities for teaching the subject are good with a well-equipped hall with fixed and free standing equipment and a spacious field. The co-ordinator has only been in post for a short time but is keen to develop the subject further. She is a member of the Wolds Schools' Sports Association and is planning a range of activities such as a fun day and sponsored skip to further raise the profile of the benefits of physical education in the school.

RELIGIOUS EDUCATION

97. By the end of Year 2, the pupils' attainment is in line with the locally Agreed Syllabus, and the pupils' progress in gaining knowledge and understanding of religion and the part it plays in the lives of people is satisfactory. This is a similar picture to that at the previous inspection. In lessons and assemblies the pupils' response to religious education is good. All of the pupils have equal access to the subject and are included in the various activities planned to support the learning in this area.
98. The school uses the guidance from the local education authority together with its own planning to decide what should be taught. Links to the themes being explored in the assemblies and in whole-school topics are made and this has a clear impact on the sound progress made by the pupils in gaining religious concepts, knowledge and skills. Displays that interest the pupils and support the learning are in place around the school. The pupils have good opportunities to use their skills in writing in the subject.
99. The pupils learn about special times and celebrations in the Christian church. The pupils visit the local church to learn about the significance of many of the features found there and the vicar explains to them in a lively and interesting way the use of different parts of the church. Back at school the pupils enact a baptism in the classroom with a lighted candle, a hymn and the wording used in church. This structured dramatisation develops their awareness of the symbolic and spiritual dimensions of faith in this context. The pupils learn about the Christian festivals of Christmas and Easter and they discover how themes such as light are used in a number of religions. The pupils develop an understanding of the traditions, symbols and rituals of the Jewish religion. They consider how we are all individuals with particular talents, and the importance of family and friends and belonging.
100. The teaching of religious education is good overall. Both of the lessons seen during the inspection reached a good standard. The teachers managed the pupils very well and ensured they were fully involved in the learning. They used effective, well directed questioning to develop the pupils' understanding and showed that they valued their ideas. In their planning the teachers demonstrate a good knowledge and understanding of the guidance for what is to be taught in religious education and the lessons are well planned according to the guidance.

101. The subject manager, who is the headteacher, is supporting colleagues by reviewing their planning for religious education and by ensuring that there are good quality resources for teachers to use. She monitors the quality of the teaching and learning by the evaluations of the topics taught made by the teachers. She teaches some religious education lessons and so has a first hand knowledge of the pupils' work and understanding. There is a good range of books, artefacts and pictures to promote the pupils' knowledge of different faiths and cultural traditions. The school makes good use of the local church and visiting clergy to extend the pupils' experience and knowledge of Christianity. A visit to a synagogue is made when the pupils are studying Judaism. The subject makes a very good contribution to the school's provision for the pupils' spiritual, moral, social and cultural development.