

# INSPECTION REPORT

## **GRIFFIN PRIMARY SCHOOL**

Kingston upon Hull

LEA area: Kingston upon Hull

Unique reference number: 117914

Headteacher: Mrs B Matthews

Lead inspector: Joyce Taylor

Dates of inspection: 17 – 20 May 2004

Inspection number: 256292

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

|                              |                     |
|------------------------------|---------------------|
| Type of school:              | Primary             |
| School category:             | Community           |
| Age range of pupils:         | 3 – 11 years        |
| Gender of pupils:            | Mixed               |
| Number on roll:              | 396                 |
| School address:              | Barham Road<br>Hull |
| Postcode:                    | HU9 4JL             |
| Telephone number:            | 01482 794122        |
| Fax number:                  | 01482 795963        |
| Appropriate authority:       | Governing body      |
| Name of chair of governors:  | Mrs Jean McPhail    |
| Date of previous inspection: | 17/5/1999           |

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the eastern part of the city of Kingston upon Hull. It takes most of its pupils from the areas around the school and some from slightly further afield. The children's social circumstances overall are well below average. There are 396 pupils on roll, including 52 part-time nursery children. Junior classes have mixed age groups and the children are taught in ability sets for English and mathematics. No children are recorded as particularly gifted or talented. Thirty per cent of children are eligible for free school meals. This represents a higher than average proportion. Thirty-one per cent are identified as having special educational needs for learning difficulties and one and a half per cent have a statement. Most of the children enter nursery with well below average standards. All children speak English as their first language.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                   |                | Subject responsibilities   |
|--------------------------------|-------------------|----------------|--|
| 4275                           | Joyce Taylor      | Lead inspector | Mathematics, physical education  |
| 13874                          | Jane Chesterfield | Lay inspector  |  |
| 4975                           | David Dodds       | Team inspector | Science, information and communication technology, design and technology       |
| 22967                          | Muriel Griffiths  | Team inspector | English, religious education, art and design, music, special educational needs |
| 32508                          | Lucy Connolly     | Team inspector | History, geography, Foundation Stage   |

The inspection contractor was:

Wessex Education Limited

3 Greenacres  
Puddletown  
Dorchester  
Dorset  
DT2 8GF

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

|  | Page      |
|--|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>   | <b>6</b>  |
| <b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>                      |           |
| <b>STANDARDS ACHIEVED BY PUPILS</b>  | <b>8</b>  |
| Standards achieved in areas of learning, subjects and courses                  |           |
| Pupils' attitudes, values and other personal qualities                         |           |
| <b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>                             | <b>10</b> |
| Teaching and learning  |           |
| The curriculum   |           |
| Care, guidance and support   |           |
| Partnership with parents, other schools and the community                      |           |
| <b>LEADERSHIP AND MANAGEMENT</b>   | <b>14</b> |
| <b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING,<br/>AND SUBJECTS</b> | <b>16</b> |
| <b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>                               |           |
| <b>SUBJECTS IN KEY STAGES 1 AND 2</b>  |           |
| <b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>                       | <b>26</b> |

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** education for its pupils. Standards, although below average, are rising. The teaching is good overall and children achieve well in English and mathematics. The leadership is satisfactory and management is good. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Very good assessment of the children's work is helping to raise standards.
- Provision for pupils with special educational needs is very good but the potentially higher attaining children do not always reach the standards they could.
- Standards are above average in art and design.
- Teaching is particularly good in the nursery and in years 5 and 6.
- Children enjoy coming to school and behave well.

Overall the standards are not as high as they were and, although the school shows strong recent signs of improvement, there has been an unsatisfactory dip in provision since the time of the last inspection. There has been a considerable disruption to staffing in years 3 to 6. This has now steadied. New strategies for raising standards have been introduced and are having a good impact. The other previous key points for development have been given good attention. Resources are now good in information and communication technology (ICT) and standards have risen. However, further improvements in ICT are needed to ensure the children reach the expected standards.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| English   | E*          | E    | E*   | E               |
| mathematics   | E           | E    | E    | D               |
| science   | E           | E    | E    | E               |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - in the lowest 5 per cent nationally*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

The children's achievement is **satisfactory** overall and good in English and mathematics. They enter nursery with well below average standards and although they achieve well, particularly in the nursery, they are unlikely to reach the expected goals for their age by the end of reception. The current year 2 and year 6 children have below average standards in English, mathematics, science and ICT; writing is well below average for year 2 children. The results illustrated in the above grid show that on two occasions year 6 English results were in the lowest five percent nationally. However the decline has been stopped and, apart from writing in year 2, pupils are reaching better standards than in 2003. Standards are above average in art and design. Standards could not be judged in music and physical education. Standards in year 2 are below average in design and technology but, across the school, they are average in all the other subjects. Children with special educational needs achieve well. Those with the potential for higher attainment do not always reach the standards they could.

Children's personal development, including their spiritual, moral, social and cultural development is **good**. Their attitudes to school are good and they behave well. Attendance is **below average** due to a small group of children who are regularly absent.

## QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory** overall. Overall, teaching is **good** and children achieve well. In the nursery and in years 5 and 6 teaching is particularly effective. Across the school, those with learning difficulties are given good support and achieve well. Those with higher attainment are not always challenged sufficiently but when they are they move forward at a particularly fast pace. All teachers use assessments very effectively and the rate of children's progress is monitored and promoted. Classroom assistants provide good support. The curriculum is good in the nursery and for English and mathematics across the school. The children in year 1 experience too abrupt a change from their reception curriculum and this slows their learning. In science and ICT the children have too few opportunities to independently demonstrate and practice the skills they have learned. Extra activities provided by the school are good.

Care, welfare and safety are satisfactory overall but there are some minor weaknesses such as children moving around school in socks, dogs in the playground and open gates at playtime.

## LEADERSHIP AND MANAGEMENT

The leadership and management are **satisfactory** overall. The headteacher manages the school well. During the past year, clear and decisive strategies have moved the school forward and improved children's learning. The headteacher has managed, despite considerable staffing difficulties, to put plans for improving standards into practice. The work of the school is evaluated accurately but some concerns, for example the science curriculum and provision for year 1 children, have not been given sufficient attention. The senior staff support the school well in implementing new initiatives and guiding colleagues towards improvements. Governors ensure the school complies with legal requirements. They provide the school with strong support and work effectively on the school's behalf.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the work of the school and feel staff have the children's welfare and learning at heart. Children like the school and enjoy their lessons. They work hard and are happy to talk about what they are learning.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in English and mathematics.
- Ensure the children experience the full science and ICT curriculum.
- Provide more challenging tasks for higher attaining children.
- Improve provision for year 1 children.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

By the end of reception, year 2 and year 6, standards are below average overall and above average in art and design. The children achieve well in the nursery and in English and mathematics as they move through the rest of the school. In the other subjects achievement is satisfactory.

#### Main strengths and weaknesses

- Standards are improving and the children's achievement is noticeably better than last year.
- Children with special educational needs achieve well but some potentially higher attaining children have not made enough progress in mathematics, science and ICT.

#### Commentary

1. The children start school with standards that are well below average in all areas of learning. They are immature and find settling down to learn difficult. Achievement for the nursery children is good and in reception they build steadily on earlier learning. When they leave reception children have not reached the expected levels in any areas of learning but they have made satisfactory progress overall.
2. When children enter year 1 some have had three terms in reception but others only one or two. They move directly into a more formal curriculum than they have been used to. For many this abrupt change is difficult to manage and slows progress. More than 60 per cent of the year 1 children have special educational needs. These children are making good progress although some learning difficulties are linked to them being given inappropriate literacy and numeracy tasks. Teachers try to support their learning through practical tasks but more than half the children still have below average standards. In year 2 the children have achieved well in English and mathematics but their achievement is unsatisfactory, overall, in science. Standards have improved in year 2 when compared to previous years. In 2003 standards were well below average in reading, writing, mathematics and science. Too many children were unable to reach average standards and some fell well below. However, in reading and mathematics an average proportion of children reached higher levels when compared with schools in similar circumstances. The school has worked hard and successfully to improve the proportion of children who reach average standards and now almost three quarters are at this level apart from in writing. The proportion reaching higher levels has fallen slightly. These children are not always given tasks that will move them forwards quickly enough. While standards are generally below average the school's adoption of a rigorous assessment strategy has positively influenced teaching and learning and is leading to improvements.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 13.9 (14.5)    | 15.7 (15.8)      |
| writing       | 13.0 (13.0)    | 14.6 (14.4)      |
| mathematics   | 13.6 (15.0)    | 16.3 (16.5)      |

*There were 42 pupils in the year group. Figures in brackets are for the previous year*

3. In 2003, the year 6 children reached standards that were well below average in mathematics and science and were in the lowest five per cent nationally in English. The children made unsatisfactory progress during their time in the junior classes. Several factors account for this.



Teams of teachers, first in years 3 and 4 and subsequently in years 5 and 6, changed considerably. Permanent teachers were replaced by temporary or inexperienced staff. As a result, standards fell from those that compared with similar schools to a lower level. Good management of the staffing situation has resolved this problem. The current year 6 children are reaching higher standards than before. Currently, about 70 per cent of these children are reaching average, or better, standards in English, mathematics and aspects of science. This is a considerable improvement in English and a respectable improvement in mathematics. However, across the school, the children have insufficient opportunity to use their science skills in investigation and problem solving situations. Standards in this aspect of the subject are well below average. In learning and recalling scientific information the children show average standards overall.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 23.2 (25.1)    | 26.8 (27.0)      |
| mathematics   | 24.9 (25.2)    | 26.8 (26.7)      |
| science       | 26.5 (26.3)    | 28.6 (28.3)      |

*There were 50 pupils in the year group. Figures in brackets are for the previous year*

- Standards in ICT have improved since the last inspection although they are below average by year 2 and by year 6 the children, especially in years five and six, are making up lost ground. Good, new resourcing and a well informed co-ordinator are improving provision and raising standards. Insufficient work was seen to form an overall judgement about standards in physical education and music. In most other subjects, the children in years 2 and 6 reach average standards, and are above average in art and design. In design and technology the year 2 children’s standards are below average and they have not achieved well enough this year.
- The school has a high proportion of children with special educational needs. These children achieve well throughout the school. They make good progress towards the targets set in their individual education plans.

**Pupils’ attitudes, values and other personal qualities**

Children’s attitudes and behaviour are **good**. Their social and moral development are also **good**, while their spiritual and cultural development are **satisfactory**. Punctuality is **satisfactory**, but attendance is **unsatisfactory**.

**Main strengths and weaknesses**

- Children behave well in class and around the school.
  - Good support promotes children’s moral development.
  - Extra activities help them to develop well socially.
  - A number of families do not send their children to school regularly or on time.
- Children enjoy coming to school, are interested in their lessons and are ready to learn, particularly in years 3 to 6 and the nursery. In reception and years 1 and 2, they are sometimes lethargic in the mornings and restless in the afternoon. Consequently they find it hard to concentrate on their work. Thanks to the hard work of the school, behaviour is good, and those children who need help to keep them on track are well provided for. Support strategies, such as the discussion sessions and groups for children to discuss personal issues, are successful in motivating the children involved and giving them an incentive to behave as well as they can. There is a thoughtfully planned personal, social, health and citizenship education (PSHCE) programme. This provides all children with the chance to think about how they could and should

behave in different situations and gives them the confidence to stick to the decisions they make. While there have been seven temporary exclusions this year this is a big improvement on the year before.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                             | 396                  | 7                                 | 0                              |

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

- Children have many opportunities to develop their social skills and talents through the wide range of clubs and activities the school offers them. As the range is so extensive, from sport and music to problem solving and cooking, it means that most are able to find something that they like and are good at. This helps them to feel proud of themselves and of what they can achieve. The number of visitors invited to the school is also considerable and opens up to children a view of the community they live in and the wider society beyond that. Organisations such as the conservationists the 'Green Gladiators', or the 'Captain Kipper' drugs awareness roadshow bring relevant issues to life for the children. This makes important themes more memorable for them.
- The level of attendance at the school is unsatisfactory, mainly because of a handful of families whose children are regular absentees. The school is good at monitoring and chasing up poor attendance, but it does little to raise the profile of attendance amongst children and parents generally. There are no inter-class leagues, for example, to keep the issue at the forefront of children's minds and newsletters are sent too infrequently for reminders to parents to be effective.

### *Attendance in the latest complete reporting year (%)*

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 6.3 | School data          | 0.5 |
| National data      | 5.4 | National data        | 0.4 |

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education with several aspects that are good. **Good teaching** provides the children with interesting and well planned lessons. In science and ICT restricted provision limits children's opportunities for independent study.

### Teaching and learning

Teaching and learning are good overall. They are usually very good in the nursery and in years 5 and 6 and good in years 3 and 4. Teaching is generally satisfactory in reception and years 1 and 2.

### Main strengths and weaknesses

- Children with special educational needs and those whose standards are just below average are given good opportunities to learn well; those with the potential to reach higher levels are not always given challenging enough work.

- Assessment is used very well to increase the rate of progress.
- Children’s learning is developed well through talk with partners and class discussion.

## Commentary

- Overall, teaching is good and in the nursery and years 5 and 6 it is very good. Senior staff are particularly skilled teachers and are very good examples to others. There are children with behavioural difficulties in almost all classes and teachers develop good relationships with them and build up their confidence.
- Teaching in nursery and reception provides children with a secure start. In the nursery immature and anxious children are settled quickly and encouraged to explore the resources. By the time they leave for reception they show confidence and enthusiasm for learning and have achieved well. In reception the children learn steadily but without the same level of liveliness as in the nursery. In years 1 and 2 teaching is satisfactory. It is strongest in aspects of English where teachers show a clear grasp of the stages children move through and ensure that they make good progress in reading, speaking and listening. There is less clarity in teaching writing in reception and in years 1 and 2 where the children do not learn so well. Most children learn well in mathematics but the higher attaining children often work at the same tasks as others and teachers do not ensure they make fast enough progress.
- Senior teachers give very good support to children with special educational needs and to those whose standards are just below average in years 3, 5 and 6. They are very skilled at helping children who are unsettled or who find new learning particularly difficult. Calm and considered teaching ensures these children learn well and make good progress. The average and higher attaining children are taught well in English. Their work is challenging and there are many opportunities for children to talk about their work; they happily explain what they think and how they reached their conclusions. In mathematics average children are taught well and make particularly good progress. The children talk confidently about their work and are pleased with their achievements. Teachers are not so adept at challenging the potentially highest attaining children in mathematics. Whilst this is done well in year 5, children in other year groups could work faster and make more progress.
- The assessment of children’s progress is generally very thorough. In the reception classes it is satisfactory, as the data is not used consistently to plan for further learning. In the other classes it is very good, with information being used effectively in years 1 and 2 and very effectively in years 3 to 6 to plan children’s learning in English and mathematics. Each term teachers chart the progress children have made and check if it is fast enough. Ensuring children maintain a good rate of progress has raised standards and led to good achievement in these subjects. The very effective assessment systems help the school to monitor how quickly children are learning and support teachers in planning accurately for the next tasks, although this is not so thorough for writing in year 2. Science assessments are developing along these lines but are not yet so effective for all aspects of the subject. Procedures for assessment in other subjects are still at an early stage of development.
- Classroom assistants provide effective support and help children achieve well in learning basic skills. The provision for the teaching of children with special educational needs is very good. There is good implementation of the well-written individual education plans, which show the small steps required for the children to make progress.

### **Summary of teaching observed during the inspection in 45 lessons**

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%)    | 11 (24%)  | 12 (28%) | 20 (44%)     | 2 (4%)         | 0 (0%) | 0 (0%)    |

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

## **The curriculum**

The curriculum is **satisfactory**, with strengths in the nursery and for children with special educational needs. The school provides a very good range of extra activities outside lessons.

### **Main strengths and weaknesses**

- Provision in the nursery is very good.
- Very good opportunities are provided to extend the learning outside lessons, and interesting visits and visitors help to bring the curriculum alive.
- There is unsatisfactory provision for science and ICT, as the children have too few opportunities to learn from real situations.
- The strong provision for special education needs includes very good systems to evaluate, review and monitor progress.
- Carefully planned PSHCE helps boost children's self-esteem.

### **Commentary**

14. Learning opportunities for children in the nursery are very good and are satisfactory in reception. When children move from reception to year 1 the curriculum suddenly becomes much more formal and this unnecessarily interrupts their steady learning. Provision is good for English and mathematics. The provision for science is unsatisfactory because the children are not given sufficient opportunities to show their independence or to plan their own investigations. In ICT, whilst the skills are taught soundly, and sometimes well, children are provided with too few opportunities to use their skills in other subjects. The school has not yet sufficiently developed uses of ICT to support learning across the curriculum.
15. The provision for out-of-school clubs is particularly good and many staff give very generously of their time. There are clubs for music, ICT, sports, French, cookery, science and a drum club. Most are for the older children and membership overall includes all of the children in years 3 to 6. The younger children also have additional experiences. Year 2 pupils participated in a 'European week' when they became 'Spanish' for a week - speaking, eating, and experiencing the cultures of that country. In music they have many opportunities to listen to live performances from a steel band, to a 'Drumming Man' and a 'Travelling Tuba'. An early years initiative has brought an exciting range of curriculum activities for the youngest children. The programme of visitors and events for each year group is impressive and supports learning in many subjects as well as aspects of personal growth.
16. While accommodation and resources are satisfactory overall, there is particularly good provision in ICT, both with the new purpose-built suite and the interactive board facility in the library. This provision is making a positive impact on the children's achievement.
17. The PSHCE curriculum has been well structured across the school. It aims to help children have the confidence to make well-informed decisions about the things that happen to them in their lives. Sex and drugs education are sensitively taught.
18. The curricular provision for children with special educational needs is good. The school ensures that all these children are included in all aspects of the curriculum, by providing well-informed and effective support and carefully written individual education plans.

## **Care, guidance and support**

Care and welfare are **satisfactory**. Support and guidance are **good**. Involvement of children in the work of the school is **satisfactory**.

## **Main strengths and weaknesses**

- Relationships between children and adults are good at all levels.
- The structures for supporting children are strong.
- Attention to health and safety is not always good enough.

## **Commentary**

19. The very positive way in which staff treat children ensures that they feel secure and settled in school. Good induction for nursery children means that they are soon at home and happy in their new surroundings. In the main school, staff have a consistent approach to managing behaviour and dealing with problems. Special needs support for those who find it hard to behave well is especially strong. At lunchtimes teaching assistants provide continuity for children as they work alongside midday supervisors to make sure that this daily routine runs smoothly. Outside children have plenty of space to play, but the playgrounds are undeveloped with no equipment and few seating areas. This means that playtimes can be an uncomfortable experience for some, and explain the concerns of a number of parents and children about behaviour and bullying.
20. In several respects the school does not put children's health and safety first. It does not properly enforce its rule that children must wear suitable indoor shoes. Many wear sandals, slip on mules, slippers, or simply walk round in their socks. All of these options pose a safety risk. The school also allows parents to bring dogs onto the premises, and this poses a risk to children's health.
21. Although teachers always listen to children and are sympathetic to their individual concerns, there is no process for consulting them about how to improve their school or for making their ideas become a reality. There is no school council but the oldest children act as house captains.

## **Partnership with parents, other schools and the community**

Links with parents, other schools and the community are **satisfactory**.

## **Main strengths and weaknesses**

- Parents are happy with the school and get on well with staff.
- Close links are fostered in the nursery.
- Information for parents could be improved.

## **Commentary**

22. Relationships between staff and parents are good. Teachers and support staff are readily accessible to parents at the beginning and end of the day, and are always happy to discuss any concerns they may have. In the nursery and reception classes particularly the start of the session is a relaxed and comfortable time as parents bring in their children and chat to the staff. The nursery works hard to involve parents in their children's learning. Staff send home children's files each week so that the children can share with their families what they have done and parents can see how they are getting on. Parents are given regular opportunities to be involved in the discussions about the individual education plans of pupils with special educational needs.
23. Communication with parents is satisfactory. Newsletters are only sent once a term however parents find the curriculum information is useful. Additional letters keep parents informed about on-going events. Reports give a clear picture to parents of how well their children are doing but are often written in jargon rather than plain English. Teachers indicate the national curriculum level the child is working at, and this is further explained during the autumn meeting for parents.

There is little going on for parents by way of meetings or events at the school so they are not actively encouraged to get involved in school life.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. Leadership is **satisfactory**, the headteacher manages the school **well** and governors provide **good** support.

### Main strengths and weaknesses

- Staffing difficulties have been resolved successfully.
- The headteacher has responded effectively to the school's identified weaknesses and has managed improvements well.
- Financial planning is strongly geared towards driving up standards.

### Commentary

24. The headteacher has clear and appropriate targets for the school centred on effective teaching and learning and building a strong and reflective staff team. There have been staffing difficulties over the past few years that led to falling standards but these have been overcome. The headteacher and senior staff have recently improved teaching and learning effectively and this is seen particularly in English, mathematics, ICT, art and design, special educational needs, and the nursery. The ICT resources have been considerably improved and are very good. Although children have ground to make up in ICT, they are now achieving well by year 6. A review by the school of the provision in science has revealed a weakness in investigation and problem solving and there are plans to remedy this. Other aspects of this subject have already improved. Several areas for improvement remain. The standards are still below the average for schools in similar contexts and this continues to be the major focus of school development. Standards have improved during the past year because of good teaching. Additionally, the headteacher has used outside support to introduce a very effective assessment strategy that strongly contributes to teachers understanding of how well the children are learning. The school has raised concerns over the abrupt change in provision as children move from reception to year 1 but, as yet, has been unable to ensure these children's needs are accurately met. Minor safety issues also have yet to be resolved.
25. The school has thorough strategies for identifying how well it is doing and has accurately identified strategies for development. The headteacher's good management is supported by a growing participation of the fairly recently appointed senior team. This group meets informally but all are thoroughly informed of the school's priorities and effectively support developments. The aspects and subjects they lead are strongly developing areas in the school and their strategies provide good examples to other co-ordinators. Subjects, such as science and ICT, where weaknesses are apparent have been given careful consideration and plans are already in place to ensure the whole curriculum is provided. Good arrangements for staff development, including classroom assistants, ensures all are aware of recent initiatives and can implement them effectively.
26. The governing body helps shape the vision of the school well and effectively supports the headteacher and staff. It carries out its duties effectively, and ensures that the school fulfils its statutory duties. The governors have a clear view of the school's strengths and weaknesses and recognise the value of recent improvements. The governing body ensures the finances of the school are used and monitored well and the principles of best value support their decisions well. For example, when the school plans its expenditure the guiding principle is the impact this will have on standards. Recent decisions on the reorganisation of special needs provision, the increase in the number of teaching assistants and the use of the deputy headteacher's time for group work have all been made with this principle in mind.

## Financial information

### *Financial information for the year April 2003 to March 2004*

| Income and expenditure (£) |         |
|----------------------------|---------|
| Total income               | 1000378 |
| Total expenditure          | 1038464 |
| Expenditure per pupil      | 2622    |

| Balances (£)                        |       |
|-------------------------------------|-------|
| Balance from previous year          | 91996 |
| Balance carried forward to the next | 53910 |



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The provision for children in nursery and reception classes is **good**.

The overall provision for children in nursery and reception is good and learning is made fun. Children are admitted to the nursery each term and attend on a part-time basis. Transfer to the reception class is either in September, January or April. The attainment on entry into the nursery is well below that of similar aged children in all six areas of learning. Children's literacy and speaking skills and their personal, social and emotional development are particularly low. By the time the children enter the reception class they are still below national expectations and although they make satisfactory progress their standards remain below average when they enter year 1. However, all children achieve well in the nursery because teaching is very good and the curriculum is appropriately planned to provide a wide range of interesting and relevant activities, which match their needs. In reception teaching is satisfactory and the children achieve at a satisfactory rate. Assessment is very good in the nursery and satisfactory in reception. The leadership and management ensures the children achieve well in the nursery but is less effective for the reception children. It is satisfactory overall.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- The children are settled and happy.
- Children develop positive attitudes to learning.
- Behaviour is very good, especially in the nursery.

#### **Commentary**

27. Children are fully engaged by the activities and are doing well in relation to their capabilities. Staff in both the nursery and reception classes work well together as a team and provide a calm, well-ordered and secure environment. In all activities, adults encourage children to explore and develop their vocabulary. This has a positive effect upon their learning, helping children to become confident and more articulate. Children learn how to take turns and interact with others. This was particularly evident through role-play in the bear's cave and sand and water play. The staff plan a wide variety of interesting lessons and follow-on activities to engage the children's concentration and imagination. Staff spend time listening to what children have to say and give them praise, encouragement and challenges. This helps children's self esteem and extends their learning whilst supporting good behaviour. They are encouraged to clear away the resources after use, helping them to become independent.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **good**.

#### **Main strengths and weaknesses**

- Activities are planned well to develop children's skills for speaking and listening.
- Teachers and support staff set good examples as readers and writers.

## Commentary

28. In the nursery, good teaching and targeted support helps children make good progress. All staff take every opportunity during each activity to develop the children's vocabulary through effective questioning and by encouraging children to talk.
29. Staff teach basic writing skills well in nursery and satisfactorily in reception. All children are shown how to form letters correctly and staff teach early writing skills. Reception children self register and most can write their name. Children are given opportunities to become authors. They make little books linked to the big book of the week. They choose which parts of the story they want to draw and are encouraged to write a simple sentence to describe their pictures. There are appropriate opportunities to write. The writing area of the reception class is used by children to make cards and labels and to address envelopes. Many children are still working at the early stages of writing and reading. They enjoy listening to stories and can recount a story heard earlier in the week. This was clearly demonstrated by a reception child who retold 'We're going on a Bear Hunt' to a group of other children and the nursery nurse. There are good opportunities for children to begin to develop their knowledge of letter sounds both through reading activities and other areas of learning. In the nursery the children were encouraged to describe particular animals and through skilful questioning each child had the chance to participate in the discussion.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Relationships are good which enable children to work together as they develop number skills.

## Commentary

30. Learning in the nursery is good from a low baseline. Children are encouraged to use their mathematical skills in different activities such as counting the number of elephants in the toy zoo. This helps them to consistently apply the skills and knowledge they have acquired. Some of the older and more able children in the reception class are well on the way to attaining the goals expected of them at the end of the year. They are developing a sound understanding of numbers and counting. Many of the younger reception children are making satisfactory progress, but have not acquired the knowledge and skills required to reach levels expected for children of this age. The children learn number rhymes and these are displayed on the walls and linked to learning at every opportunity. Each week, key mathematical words are displayed such as 'count', 'makes', and 'more' and the teachers explain what these mean. Satisfactory links are made to literacy and when sharing a book with a group of children the teacher asked questions such as "How many children can you see?" Whilst outside, nursery children had the opportunity to play a game involving standing on different coloured shapes; this developed mathematical vocabulary and helped children learn the names of different colours. As part of their safari topic, nursery children made three-dimensional animal models using bricks of different shapes.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Opportunities to develop knowledge and understanding of the world are well planned.

31. In the nursery a good range of activities stimulate children's curiosity and enhance their learning. They have the opportunity to investigate, for example a range of exotic dried flowers and plants were provided as part of their safari topic. They were encouraged to handle these carefully and to use all their senses to describe them. When they had arranged them carefully in a basket they learned how to use a camera to take a picture of their 'treasure basket'. Even though there is good provision and good teaching in this area, children's lack of ability to talk about their knowledge and understanding inhibits their progress. Children in the reception class explored shells, stones and feathers. They waited patiently for their turn and listened politely to each other. Computers supported learning in all classrooms and children were helped well by adults when working in this area.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Provision for outdoor physical development is good.
- There are good opportunities to use the school hall for physical development.

### **Commentary**

32. The children in reception regularly use the school hall for physical education lessons. A lesson observed was effective in linking all areas of learning. The children were encouraged to join in a song and move in different ways around the hall. Maracas made by the children out of sweet tubes were used to make music and children tried hard to co-ordinate their movements. In class children were seen using pencils and scissors which encouraged the development of their manipulative skills. Good opportunities are provided for construction activities where children use tools and learn to handle tools precisely. Threading beads, using cutting tools with playdough and making moving bears by using split pins are all examples of this. All children have access to outdoor play and are able to negotiate space as they ride wheeled toys. Children are generally confident in this area and reach higher standards than in other aspects of their work.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children find the pretend play area a stimulating and exciting part of the classroom.
- There are good planned opportunities for children to develop creative skills.

### **Commentary**

33. The nursery children enjoy pretending and good resources support their learning. They play well together which supports their personal and social skills. Children have the opportunity to make models, paint and draw. There is a good range of musical instruments and music is linked to all areas of the curriculum. During one lesson the reception teacher used the story 'We're going on a Bear Hunt' to encourage the children to choose an appropriate instrument to make the swishing sound of grass. Nursery children explored instruments and sounds and good links were made to the development of key vocabulary such as 'loud' and 'soft'. Children use the outdoor play area as an extension of the classroom and are free to make up play situations once the main teacher led sessions are complete.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards, though below average, are rising and achievement is good.
- There is some good and very good teaching, particularly of older children.
- The emphasis on improving children's speaking and listening skills and reading has raised standards.
- Support for children with special educational needs is effective in developing their reading and writing skills.
- The subject is led well.
- Opportunities for writing in other subjects in the curriculum are being well developed.

#### Commentary

34. Standards at the time of the previous inspection were higher than now but dropped because of staffing difficulties. Although standards in year 6 are still below what would be expected and well below in year 2, the school is turning a corner and over the past 12 months standards have started to rise. Children's work shows that in year 6 progress is at least satisfactory and often good. Children in year 2 are making satisfactory progress overall, with good achievement in reading. The quality of teaching and learning is satisfactory overall in years 1 and 2, with some good elements. It is very good, overall, in other year groups. Effective additional teaching support from classroom assistants for the children with special educational needs has a good impact on the development of their literacy skills and they achieve well.
35. The school has worked hard at improving children's speaking and listening skills. Teachers use a range of strategies such as small group discussions with an adult and children talking together in pairs. The very good interaction from teaching assistants supports children well in discussions. Good opportunities are used for children to pretend to be characters in a book. These strategies give them opportunities to phrase questions and answers correctly and to listen to each other.
36. Children achieve well in reading. There is a good emphasis on learning letter sounds and good use is made of group reading sessions when pupils are encouraged to read expressively with emphasis on understanding the text. Teachers provide very good examples and encourage children to use a variety of strategies to tackle unfamiliar words. The library is regularly used and children are encouraged to talk and describe the kind of books that they have chosen. Most year 2 children can sort books into fiction and non-fiction and know the differences between them. Children in year 6 have been writing biographies. They are aware of well known authors because the school has recently invested in a variety of stimulating texts appropriate for their age and interests.
37. Standards of writing are below what would be expected in year 6 but are improving. A relatively high number of children struggle with some basic skills of spelling, punctuation and grammar. These skills were not learned effectively in earlier year groups because of earlier staffing difficulties. Teaching is now more consistent and there is a good focus on these features that is causing standards to rise. In years 1 and 2 the low standards result from insufficient opportunities for children to write independently. Their work is not marked helpfully enough and teachers do not identify strengths and weaknesses in children's books.
38. Leadership and management of the subject are good. The subject co-ordinator has correctly identified improvement in reading and writing as priorities for the school and there has been training for staff in these areas. She has monitored the effectiveness of the strategies in place

and, as a result, standards are improving. Children's work indicates that the quality of teachers' marking across the school is variable. When it is very good, marking has a clear focus, reinforces the high expectations teachers have of the children and indicates what children can do to improve their work.

## Language and literacy across the curriculum

39. Children have good opportunities for writing in other subjects of the curriculum and this has helped raise their standards. For example, year 1 have written about the Queen's coronation in their history lessons and year 2 have written useful instructions for making marmalade during a recent 'Spanish Week'. Older children in years 3 and 4, learning about the Netherlands, wrote their own accounts of the life of Anne Frank. Year 6 have written about keeping healthy, and in design and technology they have written the instructions for making pizza. Children also use word processing skills for writing and in year 1 have written animal poems on the computer. These opportunities in lessons give opportunities for children to improve their written English.

## MATHEMATICS

Provision in mathematics is **good** and as a result standards are rising.

### Main strengths and weaknesses

- Children's achievement is generally good although standards are below average overall.
- Assessment strategies are very good and are used well.
- Children with special educational needs are taught particularly well, especially in year 6.
- Some of the potentially higher attaining children do not achieve well enough.

### Commentary

40. The school has made a considerable, and successful, effort over the past year to improve the low standards of recent years and increase the children's rate of progress. Teachers have received training and new assessment strategies have been introduced. These are used very effectively to monitor the rate of progress and highlight children who are not making enough progress. Teachers respond well to this information and intervene appropriately to ensure children work at tasks that help them move forward at least at a satisfactory rate and often faster. Many children, but particularly those with standards that were below average, have made up ground that had previously been lost and they have achieved well. Many of these children reached average standards during the current year, sometimes covering two years work in order to do so. The school has a high proportion of children with special educational needs and these children have achieved well in most cases. They receive very thorough and careful support, particularly in years 3, 5 and 6. In all year groups, assessments show that average and above average children are pulling away from the lower attaining children and making faster progress. This is an improvement on recent years but standards by year 6 are lower than at the time of the last inspection.

### Example of outstanding practice

#### **Lower attaining year 6 children learning how to use new information about equivalent fractions.**

During a quick revision of equivalent fractions it became clear that children were unsure how to proceed when the denominator was different, for example  $\frac{3}{5}$  and  $\frac{4}{10}$ . 'This is very important' the teacher told them and the children put down their pens and concentrated. He showed, very slowly and carefully, how to change the denominator, reminding them that 'what you do to the top, you do to the bottom'. The children were given the chance to try for themselves. 'Have a crack at this one', the teacher said. Infinite patience and calmness was shown and a wonderful way of correcting errors, 'I have seen older children making that mistake' the teacher said at one point. The children remained confident and determined and suddenly one said loudly, 'Oh, right', when she realised how to do it. By the end of the lesson all understood and were working out problems for themselves.

41. In most year groups the potentially higher attaining children are not making fast enough progress. Assessments show they are reaching higher standards than their classmates but often lessons do not challenge them enough with tasks being the same for the whole set. In year 5 this has been recognised and these children work at more advanced tasks and reach higher standards. They are reaching high standards with some matching the more able year 6 children in their work.
42. The subject is monitored closely by the co-ordinator and headteacher who know where the strengths and weaknesses are. Rigorous expectations of teachers have improved the provision and successfully focused attention on how to speed progress. Further developments, to ensure the more able children are challenged, have been identified as priorities. The school shows a good capacity to improve.

### **Mathematics across the curriculum**

43. There are satisfactory examples of the use of mathematics in science work, where children measure distance and time with increasing sophistication. Pupils display their findings in a number of ways, for example through charts, diagrams and tables. Where ICT is used to support learning in mathematics it helps the children's understanding but there are too few examples happening in the school.

## **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Assessment is very thorough and clearly indicates the progress that children are making, but has not been used sufficiently to inform planning.
- Children are not being given sufficient opportunities to learn to be independent, or to pose and test their scientific questions.

### **Commentary**

44. Standards in science are below the expected level at the end of year 2 and year 6. Across the school children make sound progress in learning information but make insufficient progress in investigative work. The school recognises its strengths and weaknesses and is putting measures into place to improve standards and halt the decline of the past four years. Already there is a new policy, an assessment of resources and an identification of the training needs for the teachers. A detailed assessment of the gains that each child makes in scientific knowledge has taken place and an evaluation of performance in tests gives teachers a clear picture of what the children know. As a result, children's scientific knowledge is more secure and standards are beginning to rise.
45. Children are taught the skills of scientific investigation, including how to make a fair test; but generally this work is over directed and they are not learning how to question their own investigations or find out information for themselves. The year 3 and 4 classes demonstrated a satisfactory development in independent learning. Here children examined the effects of food and drink upon their teeth in a lesson related to personal development, health and hygiene. They knew that sweets and soft drinks could be harmful to their teeth. The teachers took them through the stages of setting up an investigation in small groups and asked them to frame their own questions and to think of ways they could test out their ideas. Having immersed some real teeth in various solutions the children had to describe what they had found out. "What can you see?" "How can you explain it?" asked the teacher. "Do you think what we are doing is fair?" asked the classroom assistant of one group. This appropriate approach is not evident in all year groups. There are many instances where all the children are copying the same text into their books. In

some classes the lesson content and the children's responses are too controlled by the use of work sheets. There are instances where the year 5 and 6 children are not expected to research information for themselves because it is all contained on their work sheet. This way of working restricts children in using their literacy, ICT or mathematical skills to find things out and record their findings for themselves.

46. Although the provision for science is unsatisfactory, the school has already shown the capacity to improve. The school's policy clearly identifies appropriate priorities and some teachers are exemplifying the right practices. The co-ordinator has made an energetic and appropriate beginning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **unsatisfactory** overall although there have been good improvements.

### **Main strengths and weaknesses**

- There are insufficient opportunities for children to use their ICT skills independently.
- The school has very good resources, which are having a positive impact on the children's acquisition of skills.
- Activities outside lessons are very good.
- Teachers' confidence and subject knowledge is still variable, which leads to inconsistencies in learning.
- The subject is led well and the school shows a good capacity to improve.

### **Commentary**

47. Children make sound progress in acquiring ICT skills by year 2 and good progress by year 6. However, across the school they make unsatisfactory progress in using these skills independently and to support other subjects.
48. The ICT suite provides a very good learning environment and is used well to teach children the skills they need to operate computers and other ICT equipment. It is also used very effectively to provide a wide range of computer clubs that support general interests using, for example, ICT for art and for problem solving in mathematics. This out-of-school provision is very good and over time benefits all of year 6. Within classrooms too few opportunities are provided for children to apply and consolidate their learning, or to use ICT to support learning in other subjects. The school has already identified that, for standards to improve, it needs to tackle this concern.
49. The co-ordinator takes lessons for years 3 to 6. For these children the work is planned appropriately to match ability. The teachers receive less support in years 1 and 2 and some tasks are not planned so carefully to build on earlier learning. The teachers are well supported by a classroom assistant who has very good subject expertise. Children with special educational needs progress at the same rate as their classmates.
50. Standards have improved since the previous inspection due to very good use of resources, increasing staff expertise, the use of specialist teaching and the organisation of teaching time. This has come about through the energetic endeavours of the co-ordinator. The school now has a much clearer picture of the children's achievement, through good assessment arrangements. There is an effective recording system 'the ICT passport' that identifies what children know and what they need to do to improve. This will become even more effective once children are trained to enter information for themselves. The co-ordinator is making significant contributions to the subject. The school shows a good capacity to raise standards and achievement further.

## Information and communication technology across the curriculum

51. Opportunities to use ICT in other subjects are not yet sufficiently developed. The school is beginning to develop uses of an interactive white board to support teaching in other subjects. For instance, there are some effective uses of this equipment to support learning in mathematics. Some examples of children using ICT in other subjects were seen on display in the classrooms, for example, year 2 have used ICT to write poetry, and some children in years 3 and 4 have created some simple bar charts about 'colour of eyes'. However, the work across the school shows ICT is under represented.

## HUMANITIES

### Religious Education

Provision in religious education is **satisfactory**.

#### Main strengths and weaknesses

- The curriculum covers distinctive features of religious traditions in major world faiths and their application to everyday life for believers.

#### Commentary

52. Much of the children's work centres around discussions. Evidence was taken from an analysis of teachers' planning, children's work and discussions with children. This showed that overall provision for the subject is satisfactory and standards by the end of years 2 and 6 are broadly in line with standards expected in the locally agreed syllabus.

53. As only two lessons were seen during the inspection it is not possible to make an overall judgement on the quality of teaching. Children's work shows that year 6 have a satisfactory knowledge of some of the main religions of the world and could make links between religious ideas of different faiths. For example, they know that prayer is a feature of all religions that they have studied and that religions have their own 'holy books' such as the Bible for Christians, the Qu'ran for Moslems and the Torah for those of the Jewish faith.

54. In one year 3 lesson, where children were learning about the Moslem faith, the teacher helped them to understand the importance of visiting Makkah by encouraging discussion about 'special places' in their own lives. The use of a well chosen video gave children firsthand experience of what happens during Hajj and so deepened their understanding of the pilgrimage. Children in year 2 enjoyed a story about living in our world and this gave good opportunities to think about how they could care for God's world.

### Geography and History

Too few lessons were seen in **geography and history** to make secure judgements about provision.

55. Evidence indicates that year 6 standards in geography are similar to those expected. Standards in history in year 2 are at expected levels. Children in year 2 have covered a satisfactory range of work in history. Good comparisons are made between times gone by and today. Good use is made of books and photographs to compare hospitals in the time of Florence Nightingale and the present day. Children are encouraged to draw upon their own experiences of hospitals to compare what hospital life was like in Victorian times. They experienced what it was like to be in school in Victorian times when they dressed up and were taught as Victorian children. Children in year 2 have covered a satisfactory range of work in geography. As part of their work on maps they looked at the local area and planned routes to school from their homes. Children are



encouraged to make links between geography and other subjects, such as mathematics where they conducted a tally of vehicles in the locality.

56. In year 6 children have covered a satisfactory range of work in history and geography. A European week took place last term in which children in all year groups made a close study of a particular European country. Year 6 studied Italy. To develop the children's understanding of the Romans a travelling theatre group visited the school, which helped children appreciate life in ancient Roman times. They dressed in costume, handled artefacts and experienced Roman dance, music and stories of the Roman era. Children are encouraged to use ICT to research particular projects in history and geography.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

57. No **art and design** lessons were seen so no judgements can be made of the overall provision. However, the colourful and exciting range of art and design work on display immediately attracts a visitor to the school and reveals that standards are above average. Children have very good opportunities to experience work with pastels, painting, observational drawing, collage work, printing and clay modelling. Children in year 2 have had opportunities to paint 'blue pictures' in the style of Picasso and have carefully mixed paints to produce the right shades of colour. In year 6 children have been considering Leonardo da Vinci's 'Mona Lisa' and have drawn their own interpretations of the portrait. Teachers' planning is focused appropriately on the development of skills to enable children to build on their previous experiences. They have enjoyed a visit from an 'artist in residence' and have gained first hand experience from watching an artist at work.
58. No **music** lessons were seen and so no judgements are made on the quality of provision or standards and achievement. During the inspection children enjoyed singing in school assemblies and sang tunefully and with enthusiasm. There are opportunities for children to learn to play a variety of musical instruments. Children were performing musical pieces on clarinets and recorders during assemblies at the time of the inspection. Currently, a number of older children enjoy singing in a choir, learning songs for a 'Singing Festival' to be held at Hull City Hall.
59. Too few lessons were seen in **design and technology** and no judgement can be made about overall provision. A review of children's work, teachers' planning and sampling parts of lessons indicate that standards are below average by year 2 and children make insufficient progress. By year 6 standards are at the expected level and progress is satisfactory. Standards in years 3 to 6 have improved since the previous inspection.
60. A link between designing and making is not established clearly enough in years 1 and 2 and the children's work is not systematically developed. Teachers over direct much of the work and, as a result, children are not given sufficient opportunities to develop original ideas or show what they can do. The teachers are using a more appropriate approach in years 3 to 6 so children have a clear understanding of the subject. They research before starting their own designs and practise and develop their skills. They draw careful plans and list their needs. Finished products are evaluated and improvements identified. A successful feature of the current year 5 and 6 work is the strong link with other subjects. The owner of a pizza parlour came to school to show the children how pizzas are made commercially. The subsequent work included creating diagrams of popular toppings, and ICT was used to record recipes and methods, developing children's literacy skills in the way they presented their information. Science was also promoted through the links made with healthy eating and recalling previous work on a healthy lifestyle. Children with special educational needs were especially well supported.
61. The school has no full-time co-ordinator for this subject. The temporary post-holder fully understands the purposes and practice of the subject but the good practice that is developing in some year groups is not being used to raise standards sufficiently where the teaching is weaker.

62. One **physical education** lesson was seen. This was in year 5 and the children reached average standards in games and thoroughly enjoyed the activity. The school provides a good range of extra clubs, particularly for the older children and these extend learning for those who take part. The school is involved in local football leagues and children enjoy these. There is no co-ordinator at the moment but recent staff appointments will fill this gap in the autumn.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

63. The school's curriculum for PSHCE is good. Every teacher has a timetabled session each week, and the emphasis throughout the school is on helping children feel able to handle situations that will arise as they grow up. The co-ordinator manages the subject well and is ably supported by class teachers, so that the same message comes across from the school to children of all ages. Sex and drugs education are particularly well catered for. Boys and girls have the chance to learn about puberty separately with a teacher of the same sex, and this gives them more confidence to discuss anything that worries them.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>  | <i>Grade</i> |
|--|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>4</b>     |
| How inclusive the school is  | 4            |
| How the school's effectiveness has changed since its last inspection | 5            |
| Value for money provided by the school                               | 4            |
| <b>Overall standards achieved</b>                                    | <b>5</b>     |
| Pupils' achievement  | 4            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>3</b>     |
| Attendance   | 5            |
| Attitudes  | 3            |
| Behaviour, including the extent of exclusions                        | 3            |
| Pupils' spiritual, moral, social and cultural development            | 3            |
| <b>The quality of education provided by the school</b>               | <b>4</b>     |
| The quality of teaching  | 3            |
| How well pupils learn  | 3            |
| The quality of assessment  | 2            |
| How well the curriculum meets pupils needs                           | 4            |
| Enrichment of the curriculum, including out-of-school activities     | 2            |
| Accommodation and resources  | 4            |
| Pupils' care, welfare, health and safety                             | 4            |
| Support, advice and guidance for pupils                              | 3            |
| How well the school seeks and acts on pupils' views                  | 4            |
| The effectiveness of the school's links with parents                 | 4            |
| The quality of the school's links with the community                 | 4            |
| The school's links with other schools and colleges                   | 4            |
| <b>The leadership and management of the school</b>                   | <b>4</b>     |
| The governance of the school   | 3            |
| The leadership of the headteacher                                    | 4            |
| The leadership of other key staff                                    | 3            |
| The effectiveness of management                                      | 3            |

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*