

# INSPECTION REPORT

## **HORNSEA BURTON PRIMARY SCHOOL**

Hornsea

LEA area: East Riding of Yorkshire

Unique reference number: 133519

Headteacher: Mrs A Harper

Lead inspector: Mrs D Bell

Dates of inspection: 25 – 26 November 2003

Inspection number: 256507

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	87
School address:	Hornsea Burton Road Hornsea Hull
Postcode:	HU18 1TG
Telephone number:	01964 536594
Fax number:	01964 537429
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr S Page
Date of previous inspection:	Not applicable

## CHARACTERISTICS OF THE SCHOOL

Hornsea Burton Primary School was opened in September 2002. It is smaller than most schools. However, having opened with only 44 pupils, that number has increased over the past year, to the 87 pupils (38 boys and 49 girls aged 4 to 11) now on roll. All pupils are from white British backgrounds. The majority of children have had nursery education. They join the reception class in the term following their fourth birthday. For the majority, their attainment on entry is at least below what might be expected for their age. The pupils who started at the school last year came from 17 different primary schools, and from very varied backgrounds.

There are four classes in the school and, with the exception of Year 4, pupils are taught in classes that have two age groups. Just over 25 per cent of pupils are on the register for special educational needs (SEN), and 27 per cent are known to qualify for free school meals. Both figures are above the national averages. The proportion of pupils with statements of SEN (3.4 per cent) is twice the national average.

The school worked hard in its first year, and successfully achieved the Basic Skills Quality Mark in October 2003. It is involved in a local arts project, and extends its curriculum to teach French to pupils in Years 5 and 6 for one session each week. This year, it adopted a new approach to curricular planning. With the exception of literacy, numeracy and physical education, it allocates blocks of time to subjects to enable pupils to study a topic or theme in depth over a substantial period of time.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16413	Mrs D Bell	Lead inspector	English, art and design, design and technology, music, special educational needs
9798	Mrs V Ashworth	Lay inspector	
27677	Mrs D Davenport	Team inspector	Foundation Stage, mathematics, physical education, religious education
32618	Mrs E Elvidge	Team inspector	Science, information and communication technology, geography, history

The inspection contractor was:

Focus Education (UK) Limited  
113 – 115 High Street  
Uppermill  
Saddleworth, Oldham  
OL3 6BD

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**School effectiveness is sound, although this very new school demonstrates good potential to do really well.** It is well led and managed. Teaching is good and all pupils are fully included in all aspects of the school's work. Pupils behave well; they have good attitudes to learning and they achieve well. The school provides **satisfactory value for money.**

The school's main strengths and weaknesses are:

- Pupils of all ages are cared for well, and their achievement is good. Parents and pupils are highly satisfied with the school.
- Standards are good in art and design. Good teaching is raising the unsatisfactory standards in English, mathematics, science and information and communication technology (ICT).
- The headteacher's very good leadership has quickly established a very strong sense of direction in the school. There is a very strong commitment to raising achievement.
- All subject leaders demonstrate good potential to take their subjects forward although, at this early stage in the school's life, their roles are not yet fully established.
- The provision for pupils with special educational needs (SEN) is very good.
- Assessment information is used well to plan work in English and mathematics. In other subjects, the recording of pupils' progress, though overall satisfactory, is not yet closely enough linked to National Curriculum levels.

### STANDARDS ACHIEVED

**Achievement is good**, though standards overall are below the national expectation in Year 2 and Year 6. They are very low in reading and writing in Year 2. The majority of children currently in reception are unlikely to reach the goals expected for the end of reception, except in personal, social and emotional development. The school's challenging targets for English and mathematics are securely based on its good use of assessment information in those two subjects. Pupils' competency in ICT, though not yet at the levels expected for their age, is improving fast. In 2003, the results of the national tests and assessments for pupils in Year 2 were well below the national average for reading. They were very low in writing and mathematics, placing the school in the bottom five per cent of all schools. The picture is the same when the results are compared with those of similar schools. A slightly different picture emerged in Year 6, though the mathematics results still placed the school in the bottom five per cent of all schools and similar schools. All test results must be treated with great caution, however, because the year groups were small, they were the first year groups in the school, and most pupils who took the tests had not been with the school for the full year.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	E	D
Mathematics	n/a	n/a	E*	E*
Science	n/a	n/a	D	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar proportions of pupils in receipt of free school meals.*

Pupils' **spiritual, moral, social and cultural development is satisfactory** as is their attendance and punctuality. With a few exceptions, pupils' behaviour and their attitudes to learning are good. There were no exclusions in the last school year. However, the school recently had to exclude one pupil for a fixed period of time after all other avenues of support had been exhausted.

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory, and the overall quality of teaching is good.** Planning is usually well matched to pupils' different abilities, and good account is taken of pupils' prior learning. Support staff are used effectively to assist different groups of pupils, including those with special educational needs. This ensures that all pupils are fully included in all activities and have the same opportunity to succeed. The good management of pupils' learning and behaviour includes a whole school focus on developing good listening. This results in high pace and productivity in most lessons. Very occasionally, pupils get away with calling out, or they do not focus well enough on what they have to do. This occurred in one lesson where the learning, though appropriate for the pupils' age, was inappropriate for their stage of learning. English is taught very well and literacy skills are very effectively promoted through other subjects. While mathematics is taught well, the same attention is not yet given to the development of mathematical skills, though there are good plans to do this next term. The school has adapted the curriculum well to meet its constantly changing needs. Pupils are cared for well and receive good support and guidance from the staff. Links with parents and with other schools are good, and the school has sound links with the community. It is working hard to develop these further.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good overall.** The headteacher has led the school very well through its first year. She has established a clear educational direction for its work that is very firmly focused on raising pupils' achievement in all subjects. As a result, teachers are well placed to take on their subject leadership roles. Management systems are good. They provide a secure scaffold for improvement, to which all staff and governors are fully committed. The new governing body supports the school very well. Governors have a good understanding of the school's strengths and of the areas for further development.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents and pupils are highly satisfied with the school.** The parents' views, echoed by the pupils, are that the school has provided their children with a 'fresh start' that has greatly improved their attitudes to school and to learning.

## IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics, science and ICT through the continued drive to improve achievement.
- Establish ways of monitoring and supporting teachers as they take on subject leadership roles.
- Build on the work already done in English, mathematics and art and design by extending the recording of pupils' progress in all subjects to include assessments using the National Curriculum level descriptors.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall achievement is **good**, although standards are **below** the national expectation in Year 2 and Year 6. The majority of children currently in the reception class are unlikely to reach the goals expected for the end of reception, except in personal, social and emotional development.

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

- Standards are good in art and design but they are below the national expectation in English, mathematics, science and information and communication technology (ICT).
- Staff have successfully enabled pupils to make rapid progress in their learning since they came to the school.
- The school sets challenging targets and supports them well with individual targets for all pupils.

#### **Commentary**

- 1 The headteacher's clarity of vision, which is very effectively focused on raising standards, has resulted in the pupils' good achievement since joining the school. When it opened in September 2002, the school moved swiftly to ascertain the attainment of each of its new pupils and found that, for the majority, it was below that expected for their age. The school continues to check all pupils on entry, and makes every effort to obtain their records from previous schools. As a result, it knows its pupils very well, tracks their progress effectively, and uses the information successfully to adapt the curriculum to suit their changing needs. Realistic but challenging whole school targets are securely based on how well the pupils have performed since they arrived at the school. The targets set for individual pupils clearly identify what they need to do to accelerate their progress. All pupils, including those with special educational needs (SEN), understand their targets, work hard to achieve them, and make rapid progress towards them. The pupils are spurred on by the good support they receive from their teachers and from the support staff. The school is highly committed to ensuring that all pupils do as well as they can, and that they all have equal opportunity to make up any gaps in their learning. In the words of some of the Year 6 pupils, the school has given them a 'fresh start'. Their parents are highly satisfied with the school's approach.
- 2 It is too soon to determine the overall attainment of the children as they start their reception year. With such small numbers, there are likely to be significant differences from year to year. However, it is clear that for the majority of children so far, attainment on entry has been below that expected for their age. Children make good progress in their reception year. In personal, social and emotional development they are on course to exceed the goals expected at the end of the reception year. However, they are unlikely to reach the goals for communication, language and literacy, or mathematical development, the other two areas of learning it was possible to observe during the inspection.
- 3 In 2003, the results of the National Curriculum tests for pupils in Year 2 were very low in reading and placed the school in the bottom five per cent of all schools and similar schools in writing and mathematics. When compared with all schools, or with the pupils' prior attainment when they were in Year 2, the Year 6 results were well below average in English, in the bottom five per cent of schools for mathematics, and below average in science. However, although comparisons are given, they must be treated with great caution. They are not totally secure because these were the first year groups in the school, pupils had come from 17 different schools and the majority had a history of learning or behavioural needs that had impeded their progress.



- 4 Pupils achieve well in English and mathematics throughout the school. Achievement in science is unsatisfactory in Years 1 and 2. Reading, writing, speaking and listening skills are poor in Year 2 but by Year 6, they are very close to the national expectation. In mathematics, standards are below the national expectation in Year 2 and Year 6. In mathematics, pupils' understanding of basic number facts and patterns is weak. This limits their ability to solve problems involving real life situations. In science, standards are poor in Year 2 but satisfactory in Year 6. Throughout the school, pupils' progress is inhibited by their limited previous experiences. In the younger age group, the work they are being given to do does not yet match their learning needs well enough.
- 5 Standards are good in art and design by Year 6. Pupils have a very good understanding of artists' styles and techniques and apply them imaginatively in their own work. There was insufficient evidence to make a secure judgement on standards or achievement in other subjects.
- 6 In almost all subjects, the pupils' under-developed knowledge, skills and understanding, and their chequered prior experiences, have been major barriers to learning. These barriers are rapidly being overcome. Parents report that they previously had difficulty getting their children to school because they were often in trouble for behaviour, and/or behind in their learning. This is borne out by the reports that the school received after the pupils transferred. However, the school has successfully provided each pupil with a fresh start. They want to attend; they are eager to learn and the majority are working to their capacity. The school has rightly concentrated on promoting good literacy skills, improving behaviour, and developing positive attitudes to learning so that pupils may gain access to all other subjects. This is working well. Well constructed curricular planning ensures that other subjects are very effectively drawn into literacy work. Throughout the school, pupils use their literacy skills very well in other subjects. This is particularly evident in the pupils' writing journals. Pupils use these books very well to draft and refine their work in all subjects, and as memory joggers for writing structures, spelling patterns and grammar.
- 7 Pupils use their mathematics satisfactorily in other subjects but overall, they are not given enough opportunity to do so. This prevents them from consolidating their mathematical learning outside of mathematics lessons. However, this is a focus for next term. In ICT, although standards are below those expected for pupils' ages, their competency is growing fast. This is because they have regular access to the computers and are successfully encouraged to use their ICT skills in other subjects.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is satisfactory, as are their attendance and punctuality.

### **Main strengths and weaknesses**

- Provision for moral development is good. The behaviour system works well and ensures that the majority of pupils have good attitudes to school and to learning.
- The class councils enable pupils to begin to take responsibility and make decisions.

### **Commentary**

- 8 Pupils' attitudes to school are good, and in the Foundation Stage, very good. Most pupils are appreciative of their new school. They are interested in their work and are glad to be there. The school encourages good relationships and pupils are responding well. They attend regularly and on time, and are developing good personal qualities.

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

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

- 9 Provision for spiritual and cultural development is satisfactory. It is very good in art and design, and good in music. Pupils appraise and admire the work of artists and are enthusiastic and knowledgeable in their understanding. They express their feelings well in writing and in poetry, as well as in discussion. Pupils experience a good variety of music from different times, places and cultures in assemblies and in lessons. They visit local churches and welcome visitors back into school. However, these experiences do not yet extend to religions beyond Christianity, and there are few opportunities for pupils to reflect on how following a particular religion affects the way people live.
- 10 The school is keenly aware of the need to promote awareness of, and respect for, the richness and diversity of culture in Britain today. It has a suitable range of resources to help it develop this aspect of pupils' development. Race equality was effectively promoted in a very good Year 5/6 literacy lesson, where the teacher drew the pupils' attention to the personal memories of Mem Fox. The ensuing discussion focused sensitively on her feelings of anger and sadness at having to leave friends and change her lifestyle when apartheid came into being in South Africa, and the inequality that followed. The majority of pupils show good levels of respect for others, for property and for their environment. They are successfully encouraged to think of those beyond their immediate environment, through, for example, their support for the NSPCC and collecting for aqua aid boxes.
- 11 Pupils with SEN are fully integrated into all activities. The majority concentrate well on what they have to do, and speak proudly of how the school has helped them to make progress. Pupils with behavioural difficulties are very well supported and no pupils were excluded in the last school year. However, having exhausted all available strategies, including help from the behaviour support team, the school reluctantly excluded one pupil this year for a short period of time. Pupils and parents report that bullying does not occur often and pupils know who to tell if this should happen. The school is quick to respond and take appropriate action.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British

No of pupils on roll
87

Number of fixed period exclusions	Number of permanent exclusions
0	0

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

- 12 Pupils' social development is satisfactorily developed in lessons and in the range of responsibilities they take on around the school. Parents feel that there have not been enough visits out of school. However, the school has done what it can so far to extend pupils' social development through visits to places of interest, associated with what they are learning. Additionally, a member of staff has attended a course on health and safety on school visits, and it is hoped to improve this provision further in the near future.
- 13 The school's current focus on teaching pupils to listen well is having a positive effect on their learning. In lessons, pupils listen to each other and to their teachers. They follow instructions, work well together and share resources appropriately. Staff work hard to keep pupils on task and relationships are good throughout the school. Pupils are generally happy to take

responsibility by looking after younger pupils, being school monitors, maintaining their own notice board and being involved in class councils. Activities such as 'circle time', the 'sharing club' and the 'buddy system' are successfully building pupils' confidence and self-esteem. However, the buddy system does not always work because of the immature behaviour of a small number of pupils. Behaviour is good in lessons and in the playground. These periods are well organised and supervised. The majority of pupils respond well to the school's high expectations of their behaviour. Pupils have a good understanding of the impact of their actions on others, and their moral development is promoted effectively in lessons, assemblies and extra-curricular activities. However at lunchtimes, where budget restrictions mean that supervision is less good, the pupils' behaviour was observed on occasions to be unsatisfactory.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for its pupils. This is supported by: good teaching, a sound curriculum, good support and guidance for the pupils, good links with parents and with other schools, and satisfactory links with the community.

### Teaching and learning

The quality of teaching and learning is **good** in all age groups. It contributes in great measure to the pupils' good achievement.

### Main strengths and weaknesses

- The quality of teaching is very good in English, and good in mathematics.
- Teachers' planning almost always takes account of the different levels of ability within their class. However, occasionally, while activities are well matched to the age of the pupils, they are not well enough matched to the pupils' stages of learning.
- Teachers make good use of support staff to help different groups of pupils to learn well.
- The enthusiasm of the staff motivates the pupils to work productively and at a good pace.
- In English and mathematics, assessment information is used effectively in planning. Assessment procedures are satisfactory in other subjects, but they are not yet securely enough linked to the levels specified in the National Curriculum. The school is working on this.

### Commentary

#### *Summary of teaching observed during the inspection in 16 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	7	3	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

- 14 The quality of teaching is a strength of the school. As numbers increased and more teachers were appointed, the headteacher very effectively led the staff in establishing good planning and assessment procedures, firmly focused on raising pupils' achievement. As a result, most lessons are planned well. They are almost always based on the teachers' good knowledge of their pupils' prior learning, which enables them to determine what the next steps in learning need to be. Teachers challenge pupils' thinking very effectively through perceptive questioning, and, for younger pupils in particular, a good range of stimulating practical activities. Very occasionally, activities are appropriate for the pupils' age, but are not always appropriate for their stage of learning. This was evident in a science lesson where it was clear that the pupils in Years 2 and 3 did not have the knowledge or experience necessary to engage in the planned work on magnetism.

- 15 Teachers plan relevant work for all groups of pupils ensuring their full inclusion in all learning activities. Very good use is made of short withdrawal sessions during group work in literacy and numeracy lessons. Here, skilled support staff successfully assist pupils with learning difficulties, or extend the learning of higher attaining pupils. Learning is successfully broken down into small, measurable but challenging steps and staff keep a close check on how well the pupils are doing. In English and mathematics, pupils' progress is recorded well and the information is used effectively in planning. Most marking is good. It is closely linked to the clear learning objectives, and to the targets set for individual pupils to improve their learning. Through discussions with the pupils and their parents, teachers ensure that all parties concerned know the targets and what to do to achieve them. Pupils and their parents speak highly of how this helps pupils to do better, and helps parents to support their children's learning at home. Pupils' progress is recorded at least satisfactorily in all subjects. However, their attainment is not yet securely measured against the levels identified in the National Curriculum programmes of study. The school has made a very good start to providing guidance for teachers on how to do this, with the samples of work collated for art and design.
- 16 English is taught very well, and mathematics is taught well. The quantity and quality of English work in the Year 6 pupils' books are impressive, and literacy skills are promoted very effectively in other subjects. This is improving the pupils' achievement across the curriculum as they find and use information, or record their learning in their books. Mathematical and ICT skills are promoted satisfactorily throughout the curriculum and there are good plans to build on this in the near future to consolidate pupils' learning. Some very good teaching was also observed in art and design and in physical education.

## The curriculum

Curricular provision, including the range of activities outside of the normal school day, is **satisfactory**. Accommodation and resources are **good** overall.

## Main strengths and weaknesses

- Good attention is paid to equality of opportunity and to ensuring that all pupils can successfully access all areas of the curriculum.
- The provision for pupils with special educational needs is very good.
- Good emphasis is placed on developing the creative arts, and the school provides a good range of after school clubs. However, more could be done to develop participation in inter-school sports activities and to enhance the curriculum through the use of visits and visitors.
- The poor acoustics in the school hall adversely affect pupils' learning in assemblies, and in subjects such as physical education and music.

## Commentary

- 17 Curricular planning is satisfactorily based on national guidelines, which are suitably adapted to meet the changing needs of the pupils in this small school. Having reviewed curricular provision in its first year, the school adopted a more creative approach from September 2003. It maintains a suitably strong emphasis on teaching literacy and numeracy as discrete subjects, and on promoting literacy, numeracy and ICT skills in other subjects. However, alongside this, the curriculum is organised into blocks of time that promote a more in-depth, meaningful study of subjects. Sensibly, the school is keeping this under close review and has already identified the need to ensure that skills in some subjects are taught on a more regular basis to promote better continuity of learning when a subject is re-visited.
- 18 All pupils have equal access to all learning activities. They are fully included in all aspects of school life and are suitably prepared for the next stage of their education. The provision for pupils with special educational needs is very good. The pupils' individual education plans have clear targets for literacy and numeracy and, where relevant, for behaviour. Teachers

incorporate these targets well into their lesson plans. Pupils identified as being more able, gifted or talented are provided with appropriately challenging work to meet their needs. Support staff are deployed effectively to assist pupils of different levels of ability at different times.

- 19 The provision for pupils' personal, social, health and citizenship education is satisfactory. The good range of after school clubs and the effective creative arts project make a positive contribution to pupils' personal development and to their overall progress and achievement. The 'Creative Contexts' project, which links literacy with art and design, is very successfully developing pupils' thinking skills alongside their artistic and literary skills. Satisfactory links with the local secondary school ensure a smooth transfer for Year 6 pupils, and enhance provision in sports and the arts. However, more could be done to promote participation in sports and other activities, for example, through inter-school sports events, and through visits and visitors to enhance and enrich the curriculum. The school recognises this as part of its ongoing development.
- 20 The match of teachers and support staff to the curriculum is good. The well maintained accommodation, suitably enhanced by attractive displays of pupils' work, provides an effective learning environment. However, the poor acoustics in the hall adversely affect pupils' learning, for example, in physical education lessons and assemblies, and prevents the hall being used to enhance learning through group work in music. Resources are good, and are used effectively to support learning. The staff are keenly aware of the need to keep a close eye on resources to ensure sufficient quality and quantity for the school's increased pupil numbers, and have already identified where gaps are beginning to appear.

### **Care, guidance and support**

Overall the provision for the care, guidance and support of pupils is **good**.

### **Main strengths and weaknesses**

- There are good systems to ensure pupils' welfare, health and safety.
- Pupils are well supported and advised.
- The school listens carefully to pupils' views and intends to include pupils even more in future developments.

### **Commentary**

- 21 Pupil welfare has a high priority in the school and the provision for child protection is good. The pupils are well cared for and feel safe in their new school. The parents particularly like the family atmosphere and the way that all of their children's achievements, inside and outside of school, are recognised and encouraged. Routines for dealing with all health and safety matters have quickly become well established. The use of CCTV cameras and a vigilant neighbourhood provide a secure environment and the new building continues to look bright and clean.
- 22 The pupils are confident that there is always someone they can go to in school if they need help of any kind. Pupils are effectively involved in their learning as the teachers explain what they mean when they mark work, and targets are set and discussed. The staff know the pupils well and take time to listen to them. The personal development of all pupils is well monitored. The school is very aware of the pupils' individual needs. Good use is made of assessment information, both academic and personal, to help pupils move forward. Induction procedures for pupils entering the school are good, and pupils settle well. The class councils are giving pupils an appropriate say in their school, and older pupils are successfully learning to conduct their own meetings with little adult intervention. This is working well and the pupils feel their opinions are valued. The school is capitalising on this success with the development of a school council later this term.

- 23 The very good advice and guidance for pupils with SEN enhances their self esteem and gives them the confidence to participate in all aspects of school life. All pupils with SEN are effectively involved in the reviews of their targets. Pupils with statements of SEN are appropriately involved in the statutory annual reviews of those statements. To ensure that their views are represented, the school arranges advocacy for those who find difficulty facing a large group of people.

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

Links with parents and other schools are good. Links with the community are satisfactory.

### **Main strengths and weaknesses**

- Parents have a very high regard for the school.
- The quality of information provided for parents about the school is very good.
- Links with the community are satisfactory but are developing well.

### **Commentary**

- 24 The parents have very positive views about the new school and feel it serves the community and their children very well. Parents are very welcome in school. They are given very good overall information in the prospectus, the governors' annual report and the newsletters. They also receive good curricular information at the start of each term, together with good guidance as to how they can help their children with their learning. The pupils' annual reports give very full information on work done, the progress pupils have made, and what they need to do to improve further. Parents' evenings are well attended and pupils' target sheets are shared. Home/school agreements are completed and home/school reading books are used effectively by many parents as a means of dialogue with their child's teacher.
- 25 The school is happy to receive parents' views and has already sent out three questionnaires to get the parent/school partnership off to a good start. The school accommodates parents' suggestions very well. For example, the school starts earlier and finishes later than most schools to assist parents in taking their children to or picking them up from the local nursery. In the case of complaint, the school acts quickly and sensitively. A good number of parents come into school as volunteers to help in the classroom and on visits and a small number now serve on the governing body. The caretaker, who is also a parent, is very involved with coaching football. The 'Friends of Hornsea Burton School' have already been active in raising funds for the benefit of the pupils. The school appreciates the level of commitment from all of these parents.
- 26 Community links are developing well. The school has established satisfactory links with its immediate neighbourhood, including the local police, local churches, the Rotary Club and the Lions. There are good links with local schools, fostered through events such as the school festival of sport and a joint hockey club. Successful links have also been established with a school in Doncaster, and with the local secondary schools.
- 27 The parents of pupils with SEN are kept fully informed of learning difficulties and of their children's progress. They are fully involved in all reviews of targets and statements. They speak highly of the way the school works with them to help their children learn and make progress.

## LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**.

### Main strengths and weaknesses

- The headteacher's leadership is very good. She has quickly established good teamwork amongst the staff, and an effective learning environment that belies the age of the school.
- The headteacher regularly checks teaching and learning in all classes and an experienced co-ordinator is providing a good role model for other staff in this respect.
- Although not yet fully operational, subject leaders have a clear understanding of their roles and responsibilities within this rapidly developing school.
- Governors have a good understanding of their role in strategic planning and in holding the school to account for how well the pupils are doing.
- Good management systems, firmly based on raising pupils' achievement, ensure that the school runs smoothly and analyses effectively the impact of its work on pupils' learning, and at what cost.

### Commentary

- 28 The headteacher's clear vision and drive have quickly established an effective learning environment that belies the age of the school and the diverse needs of its still increasing population. Operating without a deputy headteacher, she teaches for half of each week, and presents a good role model for other teachers. She has established good relationships amongst the staff. Teachers and support assistants work together effectively as a close-knit team and are highly committed to doing as well as they can for the pupils. Good induction procedures have ensured that all staff, including two newly qualified teachers, settled quickly into the school routines.
- 29 During the first year, the headteacher co-ordinated almost all subjects. The exceptions were art and design and music, which continue to be very effectively co-ordinated by an experienced part-time teacher. This teacher is presenting a very good role model to the less experienced staff as to how to lead and manage subjects. The headteacher is now handing responsibilities over to the other teachers. This has been well prepared. All teachers have a good understanding of their roles and responsibilities, and of how they intend to take their subjects forward. The quality of teaching has been perceptively monitored in all classes, and the focus is now rightly moving to monitoring more closely its impact on learning. There is a clear and realistic timetable for this to take place in all subjects by the end of the 2004/5 school year.
- 30 The headteacher is the special educational needs co-ordinator (SENCO). She leads and manages this aspect of the curriculum very well. Funding is allocated with due care and consideration, and is used very effectively to support pupils. The SENCO actively seeks ways of involving external agencies to gain additional help for pupils, and keeps a close eye on the pupils' progress in all classes. The initial resources, purchased when the school was opened, are correctly identified as being in need of expansion to meet the needs of the considerable number of pupils who find learning difficult.
- 31 The school development plan is very effectively focused on securing the best possible education for the pupils, and has been successfully adapted to meet the changing needs of the schools as more and more pupils arrived during the year. It sets a clear agenda for the next three years and shows the school's determination to raise standards and improve pupils' overall achievement. Having this year taken over from the initial, temporary governing body, the governors are fully involved in all decision making. For example:
- They have a very good understanding of their role in strategic planning.
  - They have set up effective systems to hold the school to account for the quality of

education the pupils receive, and at what cost. They are beginning to establish these well through focused visits to classrooms, which have begun with literacy.

- They have a good understanding of the school's strengths and the areas in which further development is needed.

32 Governors are fully committed to tackling the barriers to learning caused by the constantly changing pupil numbers, the pupils' various levels of attainment on entry, and the budget constraints. They also recognise the benefits gained from having small classes at the present time.

33 Finances are scrupulously managed and analysed. The current budget deficit has been agreed with the local education authority. Its purpose is clear, namely, to enable the school to carry a satisfactory number of teaching and support staff to accommodate the learning needs of the different number of pupils in each year group. However, because funding has not immediately followed each increase, the number of support staff available at lunchtime is at the barest minimum. This led to one of the incidents of unsatisfactory behaviour observed at lunchtime, when albeit momentarily, there was no adult supervising the pupils lining up for their food. The school is understandably concerned at the slow pace at which funding is following the increase in pupil numbers, particularly as it is beginning to identify the need to increase resources to accommodate their learning needs.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	
Total expenditure	
Expenditure per pupil	

Balances (£)	
Balance from previous year	N/A
Balance carried forward to the next	-£24000?



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

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

Provision in the Foundation Stage is **satisfactory**.

- 34 It is too soon to determine the overall attainment of the children as they start their reception year. With such small numbers, there are likely to be significant differences from year to year. However, it is clear that for the majority of children so far, attainment on entry has been below that expected for their age. Children make good progress in their reception year. In personal, social and emotional development they are on course to exceed the goals expected at the end of the reception year. However, they are unlikely to reach the goals for communication, language and literacy, or mathematical development, the other two areas of learning it was possible to observe during the inspection. Children start school in the term in which they are four, most having had nursery education. There are three children currently in reception, one of whom has been in school for just two weeks. The reception children work alongside the eight Year 1 pupils. The school's effective induction procedures and its good quality information to parents help the children settle quickly into school routines.
- 35 Curricular planning is good, and the Foundation Stage is led and managed satisfactorily. It is clearly linked to the national guidelines, with a varied range of practical activities that develop children's skills in all areas of learning. Particular emphasis is placed on personal, social and emotional development and on communication, language and literacy and mathematical development. Visits out of school, such as to the seaside, effectively enrich the curriculum by providing further learning experiences for the children. The well-appointed accommodation includes a well resourced outdoor play area. The good range of continuous activities provided ensure that children are successfully encouraged to make choices and organise their own time as they move around the different areas of learning at set times during the week. The quality of the teaching is good. The teacher and the teaching assistant work well together. They have an appropriate understanding of how young children learn and create a caring, secure and attractive environment for them. Work is well matched to the individual abilities of the children. It is assessed regularly and the information is used well to plan the next stages of learning. Assessment procedures are good and children's progress is tracked effectively in all areas of learning.

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

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

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

- Good teaching promotes very good attitudes to work, very good behaviour and good achievement.
- Children have good personal skills and readily take on little responsibilities.
- Children work and play well together.

#### **Commentary**

- 36 The happy and secure learning environment has helped the children settle quickly into school life and they know and follow well the already well established routines. Children work and play amicably together and form very good relationships with each other and with adults. The children sit quietly, listen attentively, and follow instructions carefully when asked to do so. They take turns and share resources sensibly. They show good personal skills as, with minimum help, they undress and dress themselves for physical education sessions. The children readily take on little responsibilities as they act as monitors, help with classroom duties and tidy up after activities. The staff know the children very well, are sensitive to their individual needs and foster enjoyment in learning. The children respond by behaving very well and showing very good attitudes to their work. This has a positive impact on their learning.

They achieve well and are on course to reach the goals expected for the end of the reception year.

### **Communication, Language and Literacy.**

Provision in communication, language and literacy is **satisfactory**.

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

- Good teaching enables pupils to achieve well.
- Children are presented with good opportunities to develop speaking and listening skills, and show good levels of interest in their work.

#### **Commentary**

37 Children listen to stories with interest and enjoyment, following the text correctly and showing a satisfactory understanding of the main points. Because of the planned approach to the teaching of reading and spelling, the children already have a satisfactory knowledge of some initial sounds, which they identified accurately in writing activity. In a group reading session, the teacher used questions well to make the children think hard about what might happen next in the story and to say what letter sounds they could recognise as they read. The children enjoyed these activities and achieved well. Handwriting skills are taught on a regular basis, but as yet some children find it difficult to write independently. The children are beginning to use their language and literacy skills satisfactorily in the other areas of learning but have some way to go to do this effectively. The majority are unlikely to reach the goals for the end of the reception year in this area of learning.

### **Mathematical Development.**

Provision in mathematical development is **satisfactory**.

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

- Teaching is good and well planned practical activities enable children to achieve well.
- 38 The children's work is well planned with good emphasis on practical activities such as sequencing patterns and sorting and counting objects. Children are beginning to order and count numbers reliably to 10. The more able are working beyond this, recording numbers accurately in their work books. The children have a satisfactory understanding of mathematical concepts such as 'longer' and 'shorter' which is evident as they draw lines of different lengths to make different shapes. However, their understanding of shape, space and measure is much less secure than their understanding of number.

#### **Other areas of learning**

39 Children show good levels of curiosity as they use torches, mirrors and coloured papers to explore aspects of light and dark. This is effectively linked to language and literacy work as children are motivated well through stories and through opportunities to talk about their investigations. The opportunities presented for them to work collaboratively, sharing ideas and resources, makes a positive contribution to the children's personal and social development. In a good dance lesson, the children used space well to travel 'heavily' or 'lightly' around the hall, responding appropriately to the different styles of music, and following instructions well. They worked with enthusiasm, tried their best and behaved very well because they enjoyed the activity. Classroom displays show that the children have opportunities to work with a variety of media to record their work in other areas of learning.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision is **very good**.

#### Main strengths and weaknesses

- Pupils of all levels of ability have achieved very well in English since starting at this school.
- Although standards are below the national expectation in Year 6, pupils are catching up fast because they are being taught very well.
- The poor language and literacy skills of the majority of pupils in Year 2 are hindering their progress in English as well as in other subjects. However, they are achieving well in relation to their prior attainment.
- Very good leadership and management have ensured that the curriculum has been quickly adapted to meet the changing needs of the school as the number of pupils increased.
- Language and literacy skills are promoted very effectively through other subjects.
- Teaching assistants contribute in great measure to the pupils' progress throughout the school, and especially to the progress of pupils with SEN.

#### Commentary:

- 40 Standards are very low in Year 2 and unsatisfactory in Year 6. However, all pupils achieve well because the subject is very well led and managed. As a result, teaching is very effective and a well constructed curriculum very successfully promotes language and literacy skills in all subjects.
- 41 In Year 2, standards in speaking, listening, reading and writing are well below those expected for pupils' ages. While they are eager to respond to the teachers' well targeted questions, the majority of Year 2 pupils struggle to find the words to answer, and often simply repeat what someone else has already said. They have difficulty recalling stories they have just read and, despite the good guidance they receive, are not yet conversant with how to use picture clues to help them with the written word. They have a good understanding of how to use letter sounds to work out how to read words. However, despite the teaching and support staff constantly reinforcing these skills, pupils do not remember enough about combinations of letters to help them read unfamiliar words. The simple book reviews completed by higher attaining pupils in response to some carefully constructed questions by the teacher, show that these pupils have a satisfactory understanding of what they have read. Pupils in Year 2 have a satisfactory understanding of how to use poetry to convey meaning, and recognise the relationship between nouns and verbs when reading poetry with the teacher. However, their writing skills are poor. Although they are very effectively taught to use diagrams to draft their work, their handwriting is ill-formed and sometimes illegible and spelling is weak. This hinders the pupils' ability to present their thoughts clearly to the teacher or to the rest of the class.
- 42 Speaking and listening skills are satisfactory in Year 6 and, although still below what is expected for the pupils' ages, reading and writing skills are improving fast. Pupils in Years 5 and 6 listen carefully to others and express themselves clearly, especially when talking about their work and how they feel they have improved since they came to this school. Although lower attainers sometimes struggle, they usually successfully find different ways of saying what they mean. Teachers and support staff often gently prompt pupils, especially lower attainers, so that all may participate fully in discussions and in question and answer sessions. Pupils in Year 6 know a satisfactory range of children's authors but are less secure about why they like or dislike them. The pupils' rapid progress in writing is evident in the impressive range, quantity and increased quality of their work, including their handwriting, since they started at this school. Nevertheless, they do not always set their work out correctly with paragraphs and

appropriate punctuation, and spelling is often weak despite their teachers' perceptive marking and insistence on corrections.

- 43 The co-ordinator has successfully helped teachers to cope with the growing numbers of pupils and to adapt the curriculum to meet the changing needs of each year group and where relevant, each pupil. As a result, teachers are skilled at identifying small steps in learning and at breaking down tasks to meet the needs of all pupils from the lowest to the highest attainer. Individual progress is tracked very well and work is very effectively planned from the information gained. Marking is good. It is closely related to the pupils' targets, including those in the individual education plans for pupils with SEN. Pupils understand their targets, and appreciate the way in which teachers and support staff help them to improve. Because of this, they want to do well, and they get down to their tasks with interest and enthusiasm. Parents voiced their approval of how the school has renewed their children's motivation to learn, and of how it helps them to help their children read and write. English makes a very good contribution to pupils' spiritual, moral, social and cultural development. For example, pupils show good levels of empathy as they respond to how characters in books or in history might have felt. They articulate their feelings well in narrative writing and in poetry.

### **Language and literacy across the curriculum**

- 44 Keenly aware of the pupils' language needs, the school works very hard and very effectively to promote language and literacy skills in all subjects. Examples include: labelled diagrams in science and in design and technology, recounts of historical events and geography visits, persuasive writing related to environmental issues, a questionnaire about settlements, and poetry in response to art and design work. Additionally, the school's involvement in the 'Creative Contexts' project, which links art and design with literacy, has very effectively promoted Year 6 pupils' reading, writing and research skills alongside their thinking and creative skills. Pupils use ICT satisfactorily to enhance their literacy work as they prepare newspaper reports, draft and improve their writing using word processing, and use computer programs for research, and to assist spelling and grammar.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Teaching is good overall. It fosters good attitudes to learning and results in good achievement.
- Pupils' work is well planned to meet the needs of all pupils.
- The effective deployment of teaching assistants supports learning well.
- Mathematical skills are used satisfactorily in other subjects, but there is room for further improvement here.

### **Commentary.**

- 45 Although standards are unsatisfactory in Year 2 and Year 6, achievement is good throughout the school. Pupils with special educational needs achieve well because of the good support they receive.
- 46 Teaching is good overall with a high priority given to the teaching of basic number skills. Teachers have a secure knowledge and understanding of the subject. They use the nationally recommended strategy effectively to plan a range of activities that meet the needs of all pupils. Younger pupils respond well to the good range of practical activities and number games which help their learning, while older pupils particularly enjoy the varied mental calculations at the beginning of lessons which effectively develop their mental skills. As a result of the clear learning intentions and the teachers' precise explanations when working with the whole class, pupils are secure about what they are expected to learn. The use of real life situations and the teachers' good questioning skills enable pupils to build successfully on their previous learning,

while challenging pupils' thinking as they explain the different strategies they use to solve problems. Year 6 pupils particularly enjoy these opportunities to apply their knowledge but Year 2 pupils find this difficult because their understanding of basic number and number patterns is not secure enough. Teaching assistants are well used in all lessons to support learning. The teachers' good classroom organisation ensures that little time is lost as pupils move between activities and this results in good pace and productivity in learning. Most pupils show good attitudes to their work because it is interesting and fun. This, together with the adults' good use of praise to boost confidence and self-esteem, has a positive impact on pupils' learning and behaviour. An appropriate range of homework is set to reinforce and extend learning.

- 47 Leadership and management are good. The co-ordinator has a clear understanding of the strengths and weaknesses of the subject. Her effective action plan focuses on raising pupils' achievement through, for example, consistency in teaching methods and the use of numeracy skills across the curriculum. Information from the regular pupils' assessments is used well to inform teachers' planning, set individual pupil targets and track pupils' progress throughout the school. Through discussion with their teachers pupils know how to improve their work. Resources are good and used appropriately to support learning.

### **Mathematics across the curriculum.**

- 48 Pupils use their mathematical skills satisfactorily in other subjects as, for example, they record scientific data and use information and communication technology to consolidate their knowledge and understanding of number work and to produce graphs. The interactive whiteboard is a very effective teaching aid, which motivates pupils well. However, pupils need more opportunities to apply their mathematical skills across the curriculum.

### **Science**

- 49 It was possible to observe only one science lesson (in the mixed Year 2/3 class) during the inspection. Therefore the subject was sampled using the limited evidence from this lesson, from the analysis of the small amount of pupils' work available, the analysis of teachers' planning, and from discussions with teachers and pupils. These indicate that all aspects of science are covered and that:
- Standards are satisfactory in Year 6 but poor in Year 2.
  - Good emphasis is placed on investigative activities in Years 3 to 6, and pupils in Years 5 and 6 have achieved well since coming to this school.
  - Expectations of pupils in Years 2 and 3 are too high because the teacher does not take sufficient account of previous gaps in the pupils' learning.
- 50 Year 2 pupils are unable to articulate what they have learned in science and little progress is evident in the small amount of written work in their books. Pupils in Years 5 and 6 have achieved well since starting at this school. They record their investigations appropriately in a variety of ways and enjoy their practical work. The newly appointed co-ordinator is clear about how to take the subject forward when, in the spring term, science becomes the focus for development. Basic resources are in place but the school has rightly identified the need to increase these to accommodate practical work for the increased numbers of pupils in the school.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 51 Only one ICT lesson was being taught during the inspection, but work in ICT was sampled across all subjects. It is not possible to make a secure overall judgement on provision in this subject. However, it is clear from discussions with pupils and staff, and from the analysis of curricular planning, that all aspects of the subject are adequately covered.
- 52 In Year 2 and Year 6, standards are below those expected for the pupils' ages. However, the Year 2 work observed was appropriately matched to the pupils' levels of ability and promoted

their literacy skills well. Overall, achievement is sound and pupils in Years 5 and 6 are catching up fast on previously missed experiences. This is because they have regular access to computers, and because teachers' planning ensures that all pupils have equal opportunity to use their ICT skills in other subjects. Pupils in Year 6 were keen to demonstrate their learning, which includes preparing and using multimedia presentations. However, while they talked enthusiastically about what they had done, they were less skilled and confident in actually using the computers.

- 53 The newly appointed co-ordinator is well qualified to lead the subject and has a clear vision of how to take it forward. Pupils' learning and progress are appropriately assessed in accordance with national guidance at the end of each unit of work. The co-ordinator has already attended training on monitoring and assessment in preparation for her work when the subject becomes a priority in the summer term.

### **Information and communication technology across the curriculum**

- 54 Pupils use their ICT skills satisfactorily in other subjects. In English, they research adverts on line to help them prepare their own adverts using desk top publishing, and they prepare posters using different fonts and styles, including, where appropriate, bullet points and numbering. They use digital cameras in science and in art and design. They also research information about artists and their work, and about rites of passage in different religions.

### **HUMANITIES**

- 55 History and geography were not being taught during the two days of the inspection therefore no overall judgements are possible on teaching, learning, standards or achievement. The two subjects are organised in blocks with religious education, and during the inspection, religious education was the subject being taught. There was very little work available for sampling because pupils had arrived at different times during the year, and had recorded very little in their books. This work was below the standards expected for their age. Discussions with the pupils show that they came to the school with very different historical and geographical skills, knowledge and understanding. The school has worked hard to obtain a baseline from which all could learn and make progress. Year 6 pupils recalled satisfactorily their work on the Tudors. They accurately named Tudor monarchs and, with support, placed them in the correct order. They demonstrated good recall of their work on rivers. They had clearly learned a great deal from their in-depth study of the River Hull, which included a field study visit.
- 56 Both subjects are timetabled for in-depth monitoring and evaluation in the next academic year, alongside religious education. The school has understandably concentrated this year on improving standards and achievement in English, mathematics, science and ICT. Meanwhile, the headteacher is managing the subjects satisfactorily. All aspects of each subject are covered in planning based on national guidance and pupils' progress is assessed appropriately at the end of each unit of work.

### **Religious Education.**

- 57 Only one lesson was observed and there was insufficient evidence to make an overall judgement on provision, the quality of teaching and learning, or on the standards and achievement of the pupils in Year 2 and Year 6. However, teaching was good in the Year 5/6 lesson observed, and the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- 58 The subject is taught in blocks, alternating with history and geography. This has provided for a more in-depth study of religious education topics and pupils use their literacy and ICT skills effectively in their work. Teachers are adapting national and local guidance appropriately to plan work that specifically meets the needs of the school and its pupils. In the good lesson seen, the teacher's effective questioning developed pupils' thinking skills well as they

discussed personal qualities such as kindness, generosity, a sense of humour, and thoughtfulness. This was effectively linked to the recent church visit and to the information researched on the rites of passage in Christianity and in other world faiths. Younger pupils are successfully encouraged to reflect on their own feelings and on what is important to them.

- 59 Leadership and management are satisfactory. Although in school for only a short time, the co-ordinator has a sound understanding of the strengths and weaknesses in the subject and is developing his role satisfactorily. The school's effective action plan highlights the need to develop the pupils' spiritual and multicultural awareness. Assessment and recording procedures are satisfactory, but do not yet include the levelling of pupils' work in order to track progress more effectively. Assemblies, visits to the local church and visits by the local minister enhance pupils' learning and resources are good.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

- 60 No design and technology or music lessons were seen and only one lesson was observed in art and design. Inspectors looked at available evidence from pupils' work on display and in their books, and also examined teachers' planning and their records of pupils' progress. Two lessons were observed in physical education.
- 61 No overall judgement is possible on standards, teaching or learning in design and technology or music. However, teachers' planning and the limited evidence available indicate that pupils' achievement is at least satisfactory in both subjects. Money containers made as part of a design and technology unit of learning had clearly labelled designs that indicated good attention to the 'design, make and evaluate' process. The pupils' evaluations showed that they had begun to think about how to improve their designs to make them more suitable for their original purpose. Samples of work show pupils' growing understanding of how to use chords in music to create different effects. Pupils' musical development benefits from the provision of instrumental tuition, and from participation in the two recorder ensembles that rehearse each week. Good attention is paid to teaching pupils about music from different times, cultures and places, and to encouraging them to use their developing knowledge of how composers use the different elements of music to communicate with their listeners. Music makes a good contribution to pupils' spiritual, moral, social and cultural development.

### **Art and design**

- 62 Though limited evidence was available of the work of pupils in Years 1 to 3, work on display, discussions with pupils and work in their sketchbooks indicate that standards are good in Year 6, and pupils achieve very well in Years 4 to 6. They have a well developed knowledge and understanding of the work of other artists, which they are beginning to use very effectively in their own work. This is enhanced by working with visiting artists, as the Year 6 pupils are doing in their 'Creative Contexts' project, and by the input of an advanced skills teacher, as seen in the Lion King project with pupils in Year 4.
- 63 Art and design is very effectively linked to other subjects, and especially to literacy and to history. Pupils' learning benefits greatly from the organisation of the curriculum into blocks of time for art and design. Working over several days, they study artists in depth, and experiment with different styles, techniques and media prior to choosing what they wanted to do for their own work of art. Some excellent features in an art and design lesson with pupils in Year 4 illustrate clearly the very good teaching and high standards reached in the subject:

Pupils in Year 4 were part way through a project based on a study of the artists Magritte, Chagall and Miro.

The teachers' very effective use of a multimedia presentation, accompanied by searching questions and the very good use of checklists, consolidated the pupils' knowledge and understanding of the work of the selected artists. The tables, one for each artist, were set up with books and pictures as reminders to pupils of how the artists worked, and pupils' previous work was ready and waiting for them. Using their highly developed knowledge and understanding, the pupils created imaginative works of art based on experiences from their own lives. They drew and painted creative images over previously prepared colour washes, and explained very clearly how they were using, for example, Chagall's idea of a floating person, or Miro's primary colours and symbolic eye. Using colour, line and pattern they successfully achieved texture in their work, some of which included a variety of media. Having completed this part of the project, they used their literacy skills very effectively to write poetry. Stimulated by their art work, they used creative language effectively to convey the feelings conjured up by their work in this project.

64 Art and design and music are very well led and managed by an experienced co-ordinator. She monitors and evaluates teaching and learning very perceptively, offering advice and support to her colleagues. She has a very clear vision of how to take the subjects forward, has very good action plans for each. She is a very good role model for the less experienced members of staff as they begin to take on their roles as subject leaders. Statutory requirements are met in design and technology but there was insufficient evidence to make a secure judgement about leadership and management in the subject.

### **Physical education**

65 It is not possible to make a secure overall judgement on standards, achievement, teaching or learning in physical education (PE). While teachers' planning indicates full coverage of all PE activities, the available evidence was limited because of the short time the school has been open, and the need for inspectors to focus on other activities during the inspection. This meant that inspectors observed only two lessons – a dance lesson with pupils in Years 5 and 6, and a games (ball skills) lesson with pupils in Years 2 and 3. As a result, the following judgements are made:

- Pupils in Year 6 reach good standards in dance. Standards in games skills are unsatisfactory in Year 2.
- The poor acoustics in the hall and the noise from the fan hinder pupils' progress in PE because it is difficult for them to hear what the teacher or other pupils are saying.

66 The school values PE highly and allocates a daily half hour lesson for all pupils. However, pupils in Year 6 feel that this is not long enough, and that PE lessons lack challenge. They also expressed some dissatisfaction with the changing arrangements. Very good teaching in the Year 5/6 class contributed in great measure to the pupils' very good progress in the lesson, and to the good standards seen in dance. Pupils were keen to improve their performances, and responded well to the teacher's evaluations and instructions. In the games lesson with pupils in Years 2 and 3, standards were below those expected for pupils' ages. Difficulties in acoustics, aggravated by a noisy fan, pupil movement and bouncing balls made it difficult for the pupils to hear instructions and for the teacher to control their behaviour. Although this was managed satisfactorily, pupils' progress was hindered, and opportunities were missed to improve throwing and catching skills.

67 The newly appointed coordinator is clear about how to develop the subject. She is excited at the prospect of being part of the Bridlington partnership aimed at developing PE in primary schools. Teachers assess pupils' progress satisfactorily in accordance with the agreed scheme of work. There are few inter-school sports links as yet, but participation in sports is satisfactorily promoted through, for example, the hockey, football and rounders clubs.



## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

68 A good policy and programme of work provides for the continuous development of pupils' awareness of citizenship, healthy and safe lifestyles, personal growth and relationships. Learning is promoted satisfactorily across most areas of the curriculum, through PSHCE lessons and through circle time and the class councils, which give pupils opportunities to contribute to the life and work of the school. Appropriate opportunities are provided both inside and outside the normal school day to develop this area of learning. For example, the good range of after school clubs, the opportunities to play musical instruments and to participate in school and class performances and to work alongside visiting artists make a positive contribution to the pupils' personal and social development and to their overall progress and achievement. However, because the school and the staff are so new and pupil numbers are small, this is an area which is still developing in terms of visits out of and visitors to the school, residential opportunities and participation in inter school competitions and community involvement.

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