

INSPECTION REPORT

PARKSIDE PRIMARY SCHOOL

Goole

LEA area: East Riding of Yorkshire

Unique reference number:117935

Headteacher: Mr B Morris

Lead inspector: Mrs L A Furness

Dates of inspection: 19 – 22 January 2004

Inspection number: 257160

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:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	426
School address:	Western Road Goole
Postcode:	DN14 6RQ
Telephone number:	01405 763634
Fax number:	01405 767612
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Malcolm South
Date of previous inspection:	15 -18 June 1998

CHARACTERISTICS OF THE SCHOOL

Parkside School is a large primary school situated to the north west of the town of Goole. The school draws its pupils mainly from the local authority housing estate and the majority of pupils are white British. There are 10 pupils from other ethnic groups and all speak English fluently. Four hundred and sixty-eight pupils age 3 to 11 (234 boys and 234 girls) attend the school. This figure includes 64 part-time nursery age children. The percentage of pupils known to be eligible for school meals free of charge, (11.6 per cent) broadly matches the national average. The percentage of pupils having special educational needs, (SEN) including those with statements, (14.8 per cent) also broadly matches the national average. Assessments made of children when they first start at school in the nursery shows that, although the range of attainment is broad, most children have levels of attainment that match those expected for their age in communication, language and literacy, in mathematical development and, in personal, social and emotional development. The school has achieved the Charter Mark in 2000, the Activemark in 2001 and the Basic Skills Quality Mark and Investors in People in 2002. The current headteacher was acting headteacher for four terms prior to his appointment in May 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Foundation Stage of Learning English as an additional language Citizenship
9572	K Anderson	Lay inspector	
23392	A Ellison	Team inspector	English Art and Design Design and Technology Music
32618	E Elvidge	Team inspector	Mathematics Geography History Religious Education
32346	L Wylam	Team inspector	Special Educational Needs Science Information and Communication Technology Physical Education

The inspection contractor was:

Focus Education (UK) Limited

113-115 High Street
Uppermill
Saddleworth
OL3 6BD

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PART A: SUMMARY OF THE REPORT

This school has serious weaknesses as deficiencies in teaching and learning, unsatisfactory monitoring and evaluation procedures and the unsatisfactory use of assessment information leads to the under achievement of pupils. Although it cares well for its pupils and there are good procedures to check upon pupils' welfare, health and safety, **school effectiveness is unsatisfactory**. The new headteacher however, knows what need to be done and provides satisfactory leadership. At the present time, the school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- by Year 6, standards in mathematics are below those expected for the pupils' age
- monitoring and evaluation systems are not rigorous enough to rectify the deficiencies in teaching and learning
- throughout the school there is evidence of the underachievement of pupils
- children receive a good start to their education in the Foundation Stage of learning (nursery and reception) and their personal development is very good
- assessment information is not used effectively by all teachers
- provision for pupils with special educational needs is good
- teaching assistants and other support staff provide effective support for the pupils with whom they work
- pupils' care, welfare, health and safety are given a high priority in this school
- pupils enjoy coming to school and have positive attitudes towards their learning

School improvement is unsatisfactory. Although the issues identified in the previous inspection have been rectified, standards overall have declined since then. The quality of teaching has also declined and there are now shortcomings in the use of assessment information with learning not always appropriately planned to meet the range of pupils' needs. Although all in the school are working hard and the areas of concern have been identified by the leadership of the school, the checking systems to ensure that appropriate action has been taken are not good enough.

STANDARDS ACHIEVED

Pupils' achievement is unsatisfactory. By Year 6, standards mainly match those expected for their age in English, science, information and communication technology and geography. In mathematics, history and religious education, standards are below those expected. In all of these subjects there is limited evidence of higher attainment and throughout the school there is evidence of the underachievement of pupils. In art and design, design and technology, music and physical education there was insufficient evidence to make a judgement on standards or achievement. In the Foundation Stage, the majority of children are on course to attain the standards children are expected to reach by the end of reception, with a significant number expected to attain above this standard. In this age group, achievement is good.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low (bottom five per cent)*

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

In 2003, the performance of pupils in Year 2 was well below the national average in reading, writing and mathematics, and well below that of similar schools. In science, on the basis of teacher assessment, performance was below the national average and the average of similar schools.

Provision for the development of pupils' attitudes, values and other personal qualities is good. Behaviour is good overall and is very good in the Foundation Stage. **Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall.** Attendance is satisfactory and most pupils come to school on time.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching seen during the inspection was satisfactory overall, with some examples of good and very good teaching. A particular strength is the way that the teaching assistants are deployed. This leads to pupils with special educational needs being included well in lessons. In the Foundation Stage, the staff work very effectively together and teaching and learning are good. However, low expectations, lack of challenge and unsatisfactory management of time leads to unsatisfactory teaching in some year groups. The use of assessment information is not effective and as a result pupils' achievement is unsatisfactory.

Curricular provision is satisfactory overall and there is a good programme of sporting activities in place to enhance curricular provision. The accommodation is unsatisfactory due to the size and shape of the Years 3 to 6 classrooms which negatively affect the delivery of the curriculum. Also opportunities for outside provision are unsatisfactory for the reception age children, as they do not have direct access to outside facilities. Resources are satisfactory overall. Partnerships with parents are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership of the school is satisfactory but management is unsatisfactory. The new headteacher has appropriately identified what needs to be done to improve provision in the school. However, existing management systems, in particular monitoring and evaluation systems, are not robust enough. These weaknesses lead to pupils not achieving as well as they should. The governance of the school is satisfactory, as under the leadership of the headteacher, the governors are beginning to realise their responsibilities and are taking an increasing role in school improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have satisfactory opinions of the school. A good number of parents particularly comment upon the approachability of the staff and say they have a voice in the running of the school. The pupils enjoy school and feel that they are listened to and supported well.

IMPROVEMENTS NEEDED

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

- improve the achievement of all pupils and raise standards in mathematics
- improve monitoring and evaluation procedures and develop further the role of the subject co-ordinator
- rectify the deficiencies in teaching and learning
- ensure that assessment information is used more effectively

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Despite the good achievement seen in the Foundation Stage, achievement is **unsatisfactory** overall. Pupils in Years 1 to 6 do not do well enough and more able pupils are not always given suitably challenging work. Teaching does not take enough account of pupils' prior knowledge and understanding. Pupils with special educational needs make good progress in their learning because of the good support that they receive.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage
- By Year 6, pupils are attaining standards below those expected for their age in mathematics, religious education and history
- Throughout the school there is evidence of underachievement in many subjects
- Effective targeted support ensures that pupils with special educational needs make good progress

Commentary

1. Children start school in the Foundation Stage (nursery and reception) with satisfactory skills in communication, language and literacy, mathematical development, and personal, social and emotional development. They make good progress over the two years in nursery and reception and because of this the majority of children are on course to reach the standards expected in these three areas of learning by the end of their reception year. A significant number of children will exceed these standards. Achievement is good because of the good teaching that they receive in these classes. This good achievement is not maintained in Years 1 and 2. The table below shows pupils' performance in the National Curriculum tests in 2003.

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

Standards in:	School results	National results
reading	14.2 (14.7)	15.7 (15.8)
writing	13.4 (14.6)	14.6 (14.4)
mathematics	15.0 (16.4)	16.3 (16.5)

There were 55 pupils in the year group. Figures in brackets are for the previous year

2. When compared with all schools, pupils' performance in the National Curriculum tests was well below the national average in reading, writing and mathematics. In comparison with similar schools, performance was also well below average. More able pupils performed significantly below those in similar schools. On the basis of average points, standards in reading and writing have been declining over time with results in 2003 the lowest since 1999. In mathematics, results showed an improving trend from 2000 to 2002 but declined in 2003 to similar to that of 2001. Girls outperformed boys in the national tests in reading, writing and mathematics in 2003. However, no significant differences were noted in the attainment of boys and girls during the inspection. In science, on the basis of teacher assessment, performance was below the national average and the results of similar schools. Over the last five years the trend in the school's average National Curriculum points for reading, writing, mathematics and science was below the national trend. Pupils currently in Year 2 are

attaining standards that mainly match those expected for their age in speaking and listening, reading, mathematics and science. In writing, standards are below those expected. There is limited evidence of higher attainment and low teacher expectations means that pupils are not always working to their full capacity. Achievement overall is unsatisfactory and the quality of teaching is not sufficiently good in all classes to improve upon this.

- Pupils' performance in the Year 6 National Curriculum tests improved in 2003 in English and science but declined in mathematics. Pupils' performance matched the national average in English and science but was below the national average in mathematics. In relation to the average points score when they were in Year 2, the proportion of pupils reaching the expected levels was average in English and science but was well below that expected in mathematics. This improving trend in English and science is because the quality of teaching in Year 6 is mainly good in these two subjects. However, in mathematics there is some evidence of insecure teachers' subject knowledge which negatively affects pupils' progress and achievement.

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

Standards in:	School results	National results
English	26.8 (26.4)	26.8 (27.0)
mathematics	25.8 (26.8)	26.8 (26.7)
Science	28.8 (27.8)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

- Although there were some differences in the attainment of boys and girls, they were not significant, and none were noted during the inspection. Over the last five years the trend in the school's average National Curriculum points for English, mathematics and science broadly matched the national trend. The targets set for 2003 were achieved in English but not in mathematics. The work seen of the current Year 6 pupils indicates that it is unlikely the challenging targets set for 2004 will be met in mathematics but will possibly be met in English. Pupils currently in Year 6 are attaining standards that match those expected for their age in English and science but are below those expected in mathematics.
- In religious education, the standards attained by pupils in Year 2 match those expected of the locally agreed syllabus and their achievement is satisfactory. However, by Year 6, standards are below those expected and there is evidence of underachievement. Discussion with pupils indicates that they have remembered very little of what has been taught in this subject. In information and communication technology and geography in Year 2 and Y6, standards mainly match those expected for their age. In history, standards match those expected by Year 2 but are below those expected by Year 6. In all of these subjects there is limited evidence of higher attainment and throughout the school there is evidence of the underachievement of pupils. In art and design, design and technology, music and physical education there was insufficient evidence to make a judgement on standards or achievement.
- The achievement of pupils with special educational needs is good throughout the school. Support staff play a significant role in supporting and meeting the needs of individual pupils and enabling them to achieve well in relation to their abilities.

Pupils' attitudes, values and other personal qualities

Provision for the development of pupils' attitudes, values and other personal qualities is **good**. Behaviour is **good** overall and is very good in the Foundation Stage. Provision for pupils' spiritual, moral, social and cultural development is **satisfactory** overall. Attendance is **satisfactory** and most pupils come to school on time.

Main strengths and weaknesses

- Children's personal, social and emotional development is very good in the Foundation Stage and children behave very well
- The majority of pupils apply themselves well, and work productively both on their own and in collaborative activities
- Although the majority of pupils behave well in lessons and around the school, a minority of them display inappropriate behaviour
- Pupils are proud to be members of the school council; a role which promotes personal development well
- Social and moral development are good, but opportunities for cultural development are unsatisfactory

Commentary

7. Pupils' attitudes are good. They like coming to school and arrive in a positive frame of mind, willing to take full advantage of the range of opportunities that the school offers. They approach tasks willingly, and work hard in pairs, groups or on their own. Pupils answer teachers' questions with confidence and their self-esteem is developing well. Good progress is made by pupils with special educational needs because of the effective support that they receive. They have good attitudes to their work, which is evident in their response to lessons.
8. The attitudes and behaviour of the children in the Foundation Stage are very good. This is because of the good teaching, the good learning environment and the good care that they receive. These young children enjoy their lessons and work and play together happily and confidently.
9. The new behaviour policy, based on positive praise and rewarding achievement, has been very successfully introduced. It has been effective in creating a calm and purposeful atmosphere where high expectations of behaviour and consideration for others result in an orderly community. There have been no exclusions. In many lessons, when teachers were working with one group of pupils, others got on with their work sensibly, not waiting to be told what to do. However, there are occasions when the inappropriate behaviour of some older boys means that the learning is interrupted and time is wasted whilst the teacher tries unsuccessfully to engage their interest. This usually occurs when the quality of teaching is unsatisfactory.
10. Attendance is satisfactory and most pupils come to school on time. As a result of increased efforts by the school, attendance rates show an improvement over the last year and the number of pupils arriving late has declined. Parents are particularly good at letting the school know if their child is going to be absent, and so unauthorised absence is low.

Attendance in the latest complete reporting year (%) 2002-2003

Authorised absence	
School data	5.0
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

11. Pupils' personal development is good as is the moral and social development of pupils. Spiritual development is satisfactory. Pupils have a very clear idea of what is right and what is wrong. They understand the school rules and take pride in the rewards they receive for good work or attitudes. Lunch times, are enjoyable and orderly occasions, where pupils enjoy discussing their school with visitors and friends. In the playground, pupils play and socialise

together well. They raise money for charities such as 'Red Nose Day' and the National Children's Homes. They have just sent an impressive number of shoe boxes in response to the Christmas shoe box appeal. These efforts show that pupils are learning to become sensitive to the needs of others less fortunate than themselves.

12. Pupils are learning to play their part in the school community well and are growing in confidence and self esteem. When asked, they carry out the jobs they are given well. Members of the school council are very responsible about carrying out their duties. They are proud of belonging to the school council and take their role seriously. Most pupils throughout the school feel a strong sense of responsibility for upholding the school and class rules because they have helped to create them through circle-time and the school council. Through the council structure, pupils feel that their views are listened to and valued. Pupils are generally friendly and caring to each other and there are a few incidents of bullying. When they do occur the school takes these very seriously and deals with them very effectively. All pupils, irrespective of ability, are fully included in all aspects of the school.
13. Cultural development of pupils is an area for development. This school is situated in a community where there are few opportunities for first hand experience of other faiths and beliefs. The religious education programme and other activities do not sufficiently address this. Pupils' knowledge of cultures and traditions in other parts of the world is limited and there is not enough systematic attention to teaching the pupils about life in a multi-ethnic society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory** overall. Curricular provision is **satisfactory** with a **good** range of sporting activities in place. The school has **good** systems in place to check on the health and safety and well being of pupils. The school is not as effective as it might be in showing pupils how to make their work better. The school has **satisfactory** links with parents and **good** links with the community and other schools

Teaching and learning

The quality of teaching observed during the inspection was **satisfactory** overall; it was good in the Foundation Stage. However, although there was some evidence of good and very good teaching in Years 1 to 6 there was too much unsatisfactory teaching in some year groups.

Main strengths and weaknesses

- Teaching and learning are uneven in quality throughout the school and this is unsatisfactory
- Teaching and learning are good in the Foundation Stage
- The support staff are deployed well to support pupils with special educational needs
- Assessment information is not used well enough in planning, and written marking does not satisfactorily inform pupils as to how they might improve their work.

Commentary

14. Teaching is satisfactory overall, but it is inconsistent. Examples of good teaching were seen in most year groups.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	5 (10.2%)	14(28.6%)	25(51%)	4(8.2%)	1(2%)	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.

15. There is a striking contrast to the enthusiastic learning styles seen in some classes, to the mundane learning seen in others. The school recognises the need to share the good teaching practice that already exists. For example, in a mathematics lesson in Year 1, well-paced and challenging teaching captured the pupils' interests, and they achieved well because they were fully involved in practical work that related to their everyday lives. Similarly, in English, effective planning, a brisk pace, and well judged questioning challenged Year 6 pupils to think about the characters in the text they were reading. In the good lessons, well-tailored support enhanced the learning of pupils with special educational needs and teaching assistants were deployed well to ensure they could access all aspects of the lesson. In contrast, other lessons were unexciting, and provided pupils with few stimulating activities. The level of challenge was low and pupils found the work too easy or uninteresting. Time was not used as effectively as it should be with pupils spending far too long listening to the teachers' exposition. As a consequence, pupils did not make enough progress and several pupils, became restless and behaved inappropriately.

16. Information and communication technology (ICT) is used well to support some teaching and learning, but its use depends on the confidence of the teacher. The majority of teachers insist on high standards of behaviour, commitment and work. They value the contributions of pupils, and they use lots of questions to probe pupils' understanding. In good lessons, teachers question pupils skilfully, taking careful account of how different individuals learn, and repeat concepts that have not been fully understood. However, an overall weakness in teaching is that the questions are not always pitched at the pupils' level of understanding. In some cases, the questions were suitable for more able pupils only and other pupils were unable to respond as was seen in a Year 5 and a Year 6 mathematics lesson. This is largely due to weaknesses in teacher knowledge, the planning and the lack of a systematic approach to assessment. Teachers do not make enough use of day-to-day assessment as an integral part of teaching and learning. In addition, not all teachers use information collected on individuals to plan tasks which are well matched to pupils' needs. Marking shows that teachers sometimes give too little guidance for these pupils to improve.

17. The subject knowledge of the Foundation Stage teachers is good, and staff have a good understanding of how these young children learn. The development of children's personal, social and emotional skills permeates all areas of learning, and teaching and learning of these skills are good. The teachers and teaching assistants know all the children well, are sensitive to their individual needs and provide them with good levels of support. Work in all six areas of learning is regularly assessed and good records of progress are kept. This information is used well to inform teachers' future planning and to track children's progress closely.

18. The well planned support given to pupils with special educational needs in the classroom ensures that the teaching they receive is good. Support staff use good questioning techniques to enable pupils' full participation and assess their understanding. Teachers and support staff work well together to ensure specific individual targets are taken into account.

The curriculum

The overall quality of the curriculum is **satisfactory**. Although enrichment activities are **satisfactory**, there is a **good** programme of sporting activities in place to enhance curricular provision. Although resources are **satisfactory**, the accommodation is **unsatisfactory**.

Main strengths and weaknesses

- The provision for pupils with special educational needs is good
- Outside provision for the Foundation Stage children is unsatisfactory.
- The accommodation adversely affects the way the curriculum is taught in Years 3 to 6 and there are shortcomings in the way the curriculum is planned
- There is a good range of sporting activities, and visits and visitors to the school

Commentary

19. The curriculum for children in the Foundation Stage is satisfactory overall with good features. There are stimulating activities set out for each of the areas of learning in both nursery and reception to ensure that the children are provided with continuous opportunities to learn through play, supported by experienced and well informed adults. However opportunities for outside provision are unsatisfactory for the reception children, as they do not have direct access to outside facilities. The teachers, however, try hard to compensate for this lack of outdoor provision. Planning takes full account of the nationally agreed early learning goals in each area and is based on thorough assessments of what the children need to learn next.
20. The school curriculum meets statutory requirements, including those for teaching religious education. The school has focused recently on increasing provision for information and communication technology and on improving standards in English and mathematics. The school has fully implemented the National Strategies for literacy and numeracy. The current approach to projects and topics is somewhat confusing to pupils, as their work from different subjects is compiled into one book, and this work is not necessarily connected. This means that pupils are not easily able to recognise progression in their learning. This issue is also connected to the blocking of subjects on a long-term timetable where, due to the lack of rigorous monitoring and evaluation procedures it is unclear if all subjects are given an appropriate allocation of time. For example, work in some pupils' books in religious education and their lack of knowledge when talking to them, indicates that insufficient time is given to this subject.
21. Provision for pupils with special educational needs is good. Pupils have full access to the National Curriculum and lesson planning carefully takes into account their individual needs. These pupils, and the lower attaining pupils, receive extra help from talented, committed support staff and are always fully included in class activities. The school believes in early intervention and the special educational needs co-ordinator (SENCO) has been proactive in effecting a number of changes that enable this to happen. The school has yet to cater for more able pupils. There is no formal system to identify pupils with other gifts and talents although achievement assemblies give opportunities for pupils to bring in awards and certificates from leisure time activities. There are however, good plans in place to rectify this deficiency.
22. The school has extensive playing fields and is able to offer many opportunities to enhance sport through extra-curricular clubs, inter- school activities and offering its facilities to the community. There is a club to support recorder players and peripatetic instrumental teachers enable pupils to play string and woodwind instruments. Pupils benefit from residential and local school trips and social trips such as ice skating and visits to Headingley, effectively enhance pupils' experiences and their developing relationships.
23. Accommodation is unsatisfactory due to the unsuitability of classrooms for pupils in Years 3 to 6. Classrooms are small and narrow and there is no option but for older and larger pupils to sit in rows with little room to manoeuvre. This leads to problems in the teaching of the curriculum as pupils cannot work easily in group activities. They cannot sit together or easily

move from one area to another and may have to leave their seats and squash into small areas to see the overhead transparency or whiteboard. Despite this the headteacher has made a huge difference to the environment for the pupils over the last twelve months. The school is well decorated and has newly refurbished toilets, libraries including carpeted areas classrooms and corridors. It is tidy and bright and best use has been made of corridors for group teaching and computer work. Resources are satisfactory overall. They are good for literacy and for information and communication technology but are unsatisfactory for religious education and for the promotion of cultural awareness.

Care, guidance and support

Provision for the care, welfare, health and safety of all pupils is **good**. The school provides **satisfactory** advice and guidance for pupils. Pupils have **good** opportunities to be involved with the school by making suggestions and raising issues with staff.

Main strengths and weaknesses

- The monitoring and evaluation of academic progress including target setting is unsatisfactory
- Health and safety issues are well audited and monitored
- Staff provide good pastoral care
- Good support is offered to pupils with special educational needs
- Pupils are offered good opportunities to express their views

Commentary

24. Pupils are well cared for. The school makes every effort to ensure that pupils work and play in a safe environment. All adults are safety conscious, checking on potential risks and reviewing systems regularly. Good procedures are in place to identify pupils who may be in need of protection. Systems for recording accidents and delivering first aid are well established and thorough. Standards of care taking are good ensuring that the school is clean and pupils are not put at risk. The school is very supportive of different groups of pupils and provides sensitively for pupils with special educational needs.
25. Relationships between staff and pupils are good. Although there are no formal systems for tracking personal development, staff know their pupils well and are sensitive to their varying needs. Communication between all adults in the school is particularly strong with the liaison between mid-day supervisors, teaching assistants and teachers being a strength. Consequently pupils have access to good support and guidance. They know who to turn to if they need help. However, systems for tracking academic progress are not well established. Assessment information is not used effectively enough by all staff to inform future learning activities. Teachers are only just beginning to set individual targets for pupils in writing, but not in other subjects, and pupils do not get the chance to discuss their targets. As a result they are not able to take enough responsibility for their own learning and are not sufficiently aware of their own progress. The school has, however, spent much time developing support for pupils through their behaviour management strategy and time has been spent resolving individual problems in the hope of longer-term benefits.
26. Children starting school in the Foundation Stage are satisfactorily supported by the school's induction procedures. Before starting in the nursery and reception, parents and children visit the school and meetings are held for parents where expectations are shared. The procedures in place for supporting pupils joining the school at other times are satisfactory with opportunities to visit the school and to share information.
27. Pupils with special educational needs are well supported. The SENCO has a detailed system of tracking pupils and monitoring their progress throughout the school. Individual educational plans have consistently clear targets in literacy and numeracy and for behaviour.

There are good systems in place to identify pupils with special educational needs and review dates are clearly identified. Regular meetings are held with class teachers and support staff to discuss current provision, progress of individuals, review practice and identify priorities.

28. Pupils' views and suggestions are valued and acted on. The school council is a particular strength. Although the council is relatively new, it is very well organised. Each year group is represented and given the chance to put forward items for the agenda. The chairperson, a Year 6 pupil, conducts the meeting in a suitably formal manner giving due attention to the matters raised. Representatives then feed back information to their classmates. The chairperson and his secretary take full responsibility for typing up the agenda and minutes. Consequently, pupils have good opportunities to shape their school and learn about the democratic process.

Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with parents. Links with the community and with other schools are **good**.

Main strengths and weaknesses

- The school has established good links with the community and with other schools
- Reports about pupils' progress contain insufficient information about how they can improve further
- Parents say they feel welcome in school and are confident to share their problems and concerns

Commentary

29. This school enjoys good support from its parents who say that their children enjoy school. The information parents receive through the brochure and letters, are relevant, informative and helpful. The annual report sent to them about their child's progress and achievements although satisfactory, do not always indicate how pupils might improve the quality of their work. However, there are good opportunities for parents to come into school and to find out about how their child is getting on. Parents of pupils with special educational needs are kept fully informed of their children's progress and are involved well in the review process.
30. The Friends Association organises fundraising and social events. Proceeds from this work has enabled the school to buy, for example, games for wet playtimes and computer equipment. Although parents support these events, they are reluctant to become actively involved themselves and few help in school on a voluntary basis although many of the support staff are parents or past parents.
31. The school is beginning to encourage parents to become more involved in their child's learning. For instance, a family computer course ran last term. Eight parents attended and they all felt that it was beneficial. All parents feel that staff are approachable and listen to their queries or concerns well. Every other year the school surveys parents in order to find out their views. All issues are discussed by staff and governors and feedback given. As a result, parents say they have a voice in the running of the school. Homework diaries provide a link between home and school but are not, at present, sufficiently well used. Although regular homework is set, parents are not given enough information about the subjects their children will be studying or the ways in which they can help at home.
32. Good, productive links with the community mean that the school is providing a resource for groups such as local football teams, St John's Ambulance, and a mother and toddler group. A number of visitors to the school and visits out of school serve to increase the pupils' understanding of the wider community and enrich learning. Dancers, musicians and artists have all made a good contribution to broadening the pupils' experiences. Recently, an artist

worked with the pupils in Years 3 to 6 to produce murals, mosaics and sculptures. The curriculum is enhanced by out of school visits but the frequency of these is limited. Particularly popular is a residential visit for Year 6 to Cober Hall near Scarborough. Pupils in Year 5 are greatly looking forward to their turn this year.

33. Transfer to the local secondary school is well organised. There are many opportunities for pupils to attend educational, sporting events and taster days before they move on. The staff from the secondary school visit to work with Year 6 pupils. The school also enjoys close links with neighbouring primary schools. The cluster system enables staff to meet together on a regular basis. Pupils play in inter-school sporting competitions with some success. These events give pupils good opportunities to enhance their moral and social development.

LEADERSHIP AND MANAGEMENT

The leadership skills of the headteacher are **sound** and although appropriate management systems are in place, monitoring and evaluation systems are **ineffective**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The leadership and management of special educational needs are good
- Monitoring and evaluation procedures are ineffective
- Self evaluation procedures are unsatisfactory
- Performance management is not used well enough to improve the quality of teaching

Commentary

34. The school has had a difficult two years due to the long-term absence of the former headteacher. This meant that the deputy headteacher assumed responsibility for the school for four terms until he was appointed as headteacher in May 2003. During his time as acting headteacher, much work was done on improving the quality of pupils' behaviour, the existing environment and developing information and communication technology resources. A new behaviour policy was introduced which has been effective in creating a calm and purposeful atmosphere and promoting an orderly community. The environment is much improved, being well decorated and pleasant place to be; and the newly created computer suite provides a good resource for learning. The headteacher has also been successful in developing a strong team spirit with all staff working together.
35. The governors are enthusiastic and interested in the work of the school. They recognize that their role is to provide challenge as well as support and the chair of governors meets with the headteacher regularly to discuss issues and concerns. Through informative headteacher reports, governors are much more aware of strengths and areas for improvement and their role is satisfactory.
36. Since his appointment, the headteacher has identified key areas of concern. These include:
the underachievement of more able pupils
declining pupil performance by the end of Year 2
weaknesses in mathematics
ineffective use of assessment information
weaknesses in teaching and learning
37. However, although these weaknesses have been identified, shared with staff, and subsequent action agreed there has been limited checking as to whether appropriate action has been implemented. Some staff do not plan satisfactorily for the range of pupils' needs in their class, although it has agreed by all that this will happen. Specific feedback given to teachers following lesson observations is, in some instances, ignored. The monitoring of

teaching is ineffective as it does not focus sufficiently on the impact of teaching on pupils' learning. Performance data is analysed by the senior management team and a satisfactory tracking and target setting system is now in place. This information is shared with staff, but not all teachers use it satisfactorily to plan work that builds effectively upon what pupils already know and understand. Performance management does not effectively improve individual teachers' performance and objectives are mainly generic objectives for all staff. Procedures for self-evaluation are not robust enough to ensure school improvement.

38. Co-ordinators are in place for all subjects and for other important areas such as special educational needs and assessment. The role of the co-ordinator, however, is underdeveloped, as many have only recently taken up the posts and they have had few opportunities to monitor teaching and learning. They have had some time to look at resources and make decisions about what is needed to improve resource provision. Many have good ideas for their subject. However, they do not accurately know about the standards and the strengths and weaknesses of their subjects or how they can be improved.
39. The leadership and management of special educational needs are good. The SENCO is enthusiastic, committed to improving standards and has successfully raised the profile of special educational needs throughout the school. This year the SENCO has had no class commitment, which enables her to work closely with identified pupils in the majority of classes. Individuals and groups are withdrawn from class and work in the coordinator's designated base, which is well resourced. Staff are able to access specific resources for use in their own classes and those pupils who experience difficulty with behaviour are offered valuable periods of 'time out' in the base. The routines are clearly set for such pupils, which minimises disruption to others working in the base. The school has invested carefully in its provision for special educational needs by ensuring appropriate levels of support are offered where needs are greatest. The designated governor for special educational needs is very supportive of the school and meets with the SENCO regularly to discuss related issues. The governor is fully knowledgeable of the school's work and ensures other governors are kept up to date by providing a termly report on developments and progress.
40. The school is well organised and financial management is satisfactory. Spending decisions are monitored satisfactorily in terms of best value. For example, governors considered that the spending on ICT resources was good value for money in order to improve ICT attainment. The governing body ensures that the school fulfils its statutory duties. They are committed to supporting the work of the school and its staff. They have a sound level of understanding about the school's strengths and areas for development and they work satisfactorily with the headteacher and staff of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1168785	Balance from previous year	104173
Total expenditure	1115783	Balance carried forward to the next year	53002
Expenditure per pupil	2154.02		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. The overall quality of provision for children in the Foundation Stage is good. This is a similar picture to the findings of the previous inspection. Children are well prepared for transfer to Year 1. The children enter reception in the September before they are five. Most of the children in the two reception classes previously attended the nursery. Children achieve well because the curriculum is appropriately planned to provide a good range of interesting and relevant activities, which are well matched to their needs. Children feel secure and valued. Although children achieve well in the Foundation Stage, they could do even better if all facilities were available to them. The teaching is consistently good with particular strengths in personal and social education. The teachers' planning takes close account of children's needs and identifies clear links between all areas learning. All staff work well together to ensure the learning and well-being of the children and management of provision for the Foundation Stage is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are on course to meet the learning goals by the end of reception with a significant number exceeding them
- Personal, social and emotional development is promoted very well in all other areas of learning
- Good teaching promotes very good attitudes to school and to learning
- Relationships are very good and all adults are sensitive to the children's needs
- Children work and play amicably together and behave very well
- Well-established routines help the children settle quickly into school

Commentary

42. Children enjoy coming to school and have a very positive attitude towards learning. The teaching and reinforcement of routines, and the many opportunities for independent choice, ensure that both nursery and reception children develop independence and good social skills. Children settle to tasks with the minimum of fuss and behave very sensibly. The very good teamwork of the staff in both year groups gives the children appropriate role models for co-operation, and a calm but effective approach to work. The majority of children show interest in what they are doing, concentrate well, even when not directly supervised and are eager to learn.
43. Children are encouraged to feel confident about what they achieve, and are reminded of the high standards that the adults expect. They are friendly and take pride in their work. Good daily routines ensure that the children feel secure. They soon learn to tidy up and take responsibility for their equipment. The use of name cards in the nursery and coloured bands in reception helps the children to share resources and take turns amicably. The gains in learning evident in this area are as a result of the continual reinforcement of rules by the adults, and treating each other and the children with courtesy and respect. This leads to trusting relationships, and helps the children to succeed. The majority are on course to meet the early learning goals by the time they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children are on course to meet the learning goals by the end of reception
- Teaching and learning are very good in the nursery.
- Teachers and support staff take every opportunity to develop children's language skills.

Commentary

44. The development of language skills is a major focus for teaching, with emphasis on developing the children's speaking and listening skills in all aspects of work and play. For example, during a physical education lesson, reception children were encouraged to describe how pieces of music made them feel. Good relationships mean that children have the confidence to speak, and all adults are interested in what the children have to say. Children enjoy books, and listen attentively when a story is read to them. For example, when a teaching assistant read the story of 'Goldilocks and the Three Bears' the nursery children were hanging on to her every word as she read with expression and excitement. Examination of teachers' planning indicates that there is a good emphasis on the recognition of sounds to help children learn to read and write. In reception, some good examples of children's writing were seen which showed that they are being encouraged to form letters correctly. There was clear evidence of written tasks being matched to children's needs. Most children are on course to achieve the early learning goals in this area by the time they reach Year 1.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**

Main strengths and weaknesses

- The children are on course to meet the learning goals by the end of reception
- Teaching is consistently good
- Children enjoy working with numbers.
- Every opportunity is grasped to teach mathematical language.

Commentary

45. Teaching and learning are good. Teachers plan a range of good activities to promote mathematical understanding. Teachers use every opportunity to use mathematics or mathematical language in stories, songs, games and imaginary play. Teachers constantly ask questions such as "How many?" or "Can you put them in the right order?" to keep the children thinking. This gives children awareness that numbers are all around them and that they are there to be enjoyed as well as learned. Activities, such as singing and performing the actions to number rhymes, give children an early understanding of addition and subtraction and high attaining children know numbers that are more or less than another one. Children in the nursery are already beginning to count to three. Many children in reception are able to count objects accurately to ten. During one well-planned activity, nursery children were able to identify large, medium and small bears. Reception children have recorded examples of matching one to one and begun to appreciate the notion of 'one more than' while consolidating their understanding of counting numbers to ten. Most children are on course to achieve the early learning goals in this area by the time they reach Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- The children are on course to meet the learning goals by the end of reception
- The teaching is good and staff plan interesting activities for children
- Children have a very good understanding of the uses of different materials
- There is a lack of opportunity for reception age children to experience the world outside of the classroom on a daily basis

Commentary

46. Through exploring properties of different materials for example different fabrics, children become aware of why some fabrics are used for different purposes, for example drying their hands. Children bring photographs of themselves as babies to show to others. They talk about how different they look now and are able to appreciate how they themselves have grown and changed. Visitors to school and trips out to interesting places widen children's knowledge of the community. Children are able to use paint packages to draw pictures of themselves and to produce Christmas cards. The reception children using the computers showed satisfactory 'mouse' skills. Teaching is good in this area of learning. However, the lack of opportunity to experience and investigate the world outside of the classroom on a daily basis inhibits children's learning about the world around them and how it works. Despite this most children are likely to attain the standards for their age in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The children are on course to meet the learning goals by the end of reception
- Reception children do not have access to outdoor provision except at playtimes with the Years 1 and 2 pupils
- Children rapidly acquire the skills needed for writing, painting and using small tools correctly and safely.
- There is a lack of resources which affects this area of learning in particular.

Commentary

47. Overall, the quality of teaching and children's achievement in the use of small tools is good. They use equipment appropriately and skilfully when they paint, join objects together and cut shapes from paper. By using pencils and crayons regularly children are improving their ability to form letters and numerals. Completing jigsaws and manipulating small construction equipment also develops their physical skills. Children have limited opportunities for outdoor play and neither nursery nor reception children have continuous access to the outside area. This is unsatisfactory. The lack of resources and facilities adversely affect children's learning. In order to compensate for this, reception teachers plan regular lessons in the school hall where children are provided with a range of appropriate physical activities. When involved in physical activities in the hall, most reception children move confidently and safely and develop a good awareness of space. They are beginning to show appropriate control when jumping and landing. While on balance most children are likely to attain the standards for their age by the end of reception, some aspects of their physical development are not as well developed as others.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The children are on course to meet the learning goals by the end of reception
- A wide range of art and design activities is planned for children to try
- Good opportunities are provided for imaginative play activities
- Children have limited opportunities for continuous provision in an outdoor environment

Commentary

48. Children enjoy painting, collage and pattern making and choose from a good variety of materials themselves. Children are learning to recognise colours correctly and mix them on paper as they paint. They have good and varied opportunities to act out roles and create imaginary scenes in the 'builders' yard for example. Children readily engage in these activities in which they take on different roles and acquire very good social skills as they concentrate on chosen activities and share and work with others. Teaching is good and these activities are planned well so that adults are sometimes involved and the children's spoken vocabulary extended. Singing and joining in action songs take place almost every day and children know a number of rhymes and songs. The lack of continuous outside provision places limitations on children's freedom of expression and creative achievement, because they have too little opportunity to respond creatively to the world outside of the classroom. Despite this, most children are likely to achieve the standards expected by the end of their time in reception.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

-
- The quality of teaching is too uneven, and this is unsatisfactory
- More able pupils are not sufficiently challenged and their achievement is unsatisfactory
- Pupils have good attitudes towards learning
- Resources for the subject are good and the well stocked library supports reading development well
- Teaching assistants are used effectively to support pupils with special educational needs
- Marking does not clearly indicate what pupils need to do next to improve the standard of their work

Commentary

49. Although the standards attained by the majority of pupils by Year 2 and Year 6, mainly match the levels expected for their age their achievement is unsatisfactory overall. Pupils with special educational needs and lower attaining pupils achieve well. Teachers plan appropriate work for them and they are well supported by teaching assistants. Pupils respond well to this additional help and relationships between the teaching assistants and the pupils are very good. They keep pupils on task and aid understanding with useful questions and suggestions that enable pupils to clarify their thinking and join in the activities offered. However, more able pupils throughout the school are not sufficiently challenged and often perform below the level of which they are capable.
50. Standards in speaking and listening match those expected for their age by Years 2 and 6. Although the school does not yet plan specifically for speaking and listening activities, pupils are regularly given the opportunities to talk about their ideas with a 'talking partner'. This was particularly helpful in a Year 2 class when pupils discussed their suggestions about how an animal could change, in preparation for a piece of independent writing. They listened carefully to each other and responded appropriately. This is a feature that is general throughout the school. Older pupils are confident when answering questions. They answer in full sentences and have a good range of vocabulary, such as when Year 4 pupils suggested 'petrified' and 'intimidated' when asked to describe a character's feelings. In Year 6, pupils can give ideas and opinions clearly as in a religious education lesson when they were able to explain articulately the major changes they would like to make in the world, including closing zoos and promoting world peace.
51. By Years 2 and 6, pupils attain standards that match those expected for their age in reading. The school has worked hard to implement the framework for the National Literacy Strategy and teaches literacy lessons in line with the recommendations. Teachers have received recent training and work with groups of pupils each day to develop reading skills. Pupils enjoy these sessions and appreciate the opportunities to discuss texts as well as reading them. In Years 1 and 2, books for group reading activities are taken from the reading scheme. Pupils have a specific day designated for reading to the teacher and are able to take their books home to share with parents and carers. While this is appropriate for the majority of pupils, the books used do not match the capabilities of the more able and progress in reading is often only extended by the range of literature read at home. In Years 4 and 6, reading activities make a significant contribution to pupils' increased vocabulary and enjoyment of books. In a Year 4 lesson, pupils' comprehension and vocabulary were increased well as the teacher intervened at relevant points to check and expand their understanding. Good use of praise ensured that pupils working independently remained on task and enjoying their

reading. In Year 6, the teacher conveyed great enthusiasm for the text to be read and her good organisation of the session allowed pupils to progress at their own rate, while working with others to share the context of the story and develop their understanding of characters.

52. Resources are good. There is a well stocked library in each wing and the volunteer who organises and runs the libraries has made a huge contribution to the school and the skills of pupils. She uses the system of a public library, follows up over due books and seeks out pupils who have not borrowed books for a while. She has ensured pupils are familiar with the Dewey system. Pupils are comfortable with the organisation of the library and choose books with confidence, finding favourite authors and subjects with ease. They read the blurb and check print and presentation before signing out their book and thanking the librarian. The school has also made use of a charity called the 'Reading Assistance Teaching Scheme' that has offered support to under attaining readers or those who may not be able to read regularly at home.
53. Standards in writing are below those expected for the pupils' age by Year 2 and mainly match those expected by Year 6. Although the school is continuing to target writing as an area for improvement, teachers' expectations of what pupils can do, can be low as for example, in Year 2, work is not always required to be completed. Also, although a long session of time has been allocated each week for pupils to write independently, this time is often not used well and little written work is produced. Teachers are appropriately striving to develop pupils' abilities to plan stories and are concentrating on spelling, punctuation and basic sentence structure. On occasions, however, lessons concentrate on an isolated area such as one spelling rule and opportunities to write, particularly for the more able, are restricted. Punctuation skills are low and in Year 5 for example a significant number of pupils use capital letters inappropriately. Presentation and handwriting varies and pupils are not always consistent from one piece of work to the next in joining letters or forming them correctly. The marking of work varies and in some classes work is unmarked or given only a tick rather than useful comments and targets.
54. Teaching and learning are satisfactory overall but it is inconsistent with some good and some unsatisfactory teaching. This level of teaching is not good enough to raise standards and improve pupils' achievement. Teachers use ICT well to support groups of pupils and to convey teaching points by using overhead projectors and interactive whiteboards. Although there are strengths in teaching, important development areas are:
- expectations are low with teachers underestimating the abilities of pupils, in particular that of the more able
 - lack of challenge, as was seen by a group of lower attaining Year 5 pupils cutting and sticking pictures in a book during a writing session
 - time is not always used effectively, resulting in pupils becoming restless and off-task
55. Leadership is satisfactory but management is unsatisfactory. The two subject leaders are new to the post and have compiled an action plan that has identified several of the areas for improvement. However, monitoring and evaluation procedures are in an early stage of development and do not focus sufficiently on the impact of teaching upon learning.

Language and literacy across the curriculum

56. Pupils are given satisfactory opportunities to develop their language and literacy skills in other subjects. These skills are used well to support learning in subjects such as history and geography, although as yet this is not yet identified in the planning.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards by Year 6 are below those expected for the pupils' age
- The overall quality of teaching is not good enough to enable pupils to make sufficient progress
- Pupils with special educational needs are supported well by teaching assistants
- Planning does not effectively address the range of ability within the class
- Time is not used sufficiently well in lessons, thus limiting the productivity of pupils
- Marking does not help pupils to move forward in their learning
- Assessment information is not used well to track pupil progress
- Monitoring and evaluation procedures are ineffective

Commentary

57. The standards of the pupils currently in Year 2 matches those expected for their age and achievement is satisfactory Pupils by Year 2 have a secure understanding of addition and subtraction facts to 20 and are able to add together three numbers quite confidently and accurately. More able pupils work well solving number problems involving numbers to 100. By Year 6, standards are mainly below those expected for their age and achievement is unsatisfactory. Teachers' subject knowledge is an area for development and in some instances pupils are taught incorrect or confusing information. The inconsistency in the quality of teaching means that pupils do not make sufficient progress as they move from Year 2 to Year 6.
58. Teaching and learning are unsatisfactory. Although teaching in Years 1 and 2 pupils is mainly satisfactory, this is not good enough to raise standards in this subject. Too much of the teaching of Years 3 to 6 pupils is unsatisfactory and as a result pupils fail to reach the standards expected for pupils of this age. Good features are that teachers are following the National Numeracy Strategy framework for planning which should ensure that learning is continuous throughout the school, and pupils are taught in ability sets for mathematics. However, some teachers do not satisfactorily cater for the range of ability within the set and this results in inappropriate work being given to groups of pupils. Scrutiny of previous planning, and observations of teaching, shows that there are low expectations of more able pupils, which results in a lack of progress and achievement. Also, there is evidence of insecure subject knowledge indicted by the fact that commercial plans are not adapted or changed to meet the needs of particular groups of pupils in some classes, as was seen in Years 4 and 5. Time is not used effectively and younger pupils are sometimes expected to sit listening to the teacher for far too long. In some instances in Year 5 for example, behaviour management strategies are unsatisfactory. However, teaching assistants are used well to support pupils with special educational needs and these pupils make good progress.
59. Leadership and management of the subject are unsatisfactory. Subject leaders are enthusiastic but inexperienced; they are new to the post and lack the training necessary to help them to develop their role. They have no clear perception of standards or the quality of teaching and learning throughout the school and monitoring and evaluating procedures are unsatisfactory. Ineffective use is made of the information from the assessment of pupils' work. As a result, work is not planned on the basis of what pupils know, understand and can do. The school's marking policy is not used consistently. Not enough comments are made to help pupils to develop their mathematical thinking and pupils are not involved sufficiently in setting targets for improvement. Accommodation for pupils in Years 3 to 6 hinders learning in maths because older pupils are not able to work in groups or on collaborative activities.

Some pupils are unable to see the board properly, for example, and in one lesson, a pupil had to move out of her seat every time the teacher demonstrated an idea on the board.

Mathematics across the curriculum

Work needs to be done to develop the use of numeracy skills in other subjects although there is some evidence of numeracy skills being used in art and design and in geography.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Although standards by Year 6 match those expected for the pupils' age, there is evidence of underachievement particularly of more able pupils
- Pupils enjoy science activities
- Teaching assistants support pupils with special educational needs well
- The quality of marking is unsatisfactory
- Monitoring and evaluation procedures are ineffective

Commentary

60. The standards attained by the majority of pupils currently in Years 2 and 6 match those expected for their age. Year 2 pupils show a satisfactory understanding of a variety of scientific topics, including healthy eating, plant growth, the uses and properties of materials and different light sources. Achievement is mainly satisfactory but there is evidence of underachievement by more able pupils. In Year 6, pupils recognise the importance of water to life and explain the ways in which micro-organisms and bacteria enter our bodies. There was limited evidence of experimental and investigative activities. Although pupils stated that they enjoyed this type of work they were unable to give any examples of what they had done. There is very little evidence of teachers planning different activities to challenge the range of ability within the class. Discussions with pupils indicate that they enjoy their work in science and those with special educational needs benefit from the effective use of teaching assistants.
61. There was insufficient evidence to make an overall judgement on teaching and learning. Pupils record their work in workbooks and regularly write the learning intention as the title, which is an effective strategy in ensuring that they understand the intended learning of the lesson. Pieces of work are marked but in some instances the comments made by the teacher were difficult to read, due to the quality of handwriting, and also comments did not clearly show pupils how to improve the standard of their work. There were several spelling errors in some teachers' comments. This is unsatisfactory.
62. The subject co-ordinators have held responsibility since September 2003 and their leadership is satisfactory. However, management systems are unsatisfactory. The work in pupils' books indicates that there is appropriate coverage of the curriculum, although there is little evidence of the use of ICT to support learning in this subject apart from in Year 6. Due to the short length of time the co-ordinators have been in post, there has been little opportunity for them to monitor teaching and learning and to assess the impact of teaching on standards. They have identified however, that regular sampling of pupils' work needs to be done to ensure equality of provision and also to ensure that teachers' marking is consistent, accurate and of high quality. Resources for the subject are good and usefully organised into topic boxes. However, the shape and size of the classrooms of pupils in Years 3 to 6 restricts organisation for experimental and investigational science activities. The opportunities for pupils to develop their literacy and numeracy skills in science are in need of development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Resources are very good
- The effective engagement of Year 4 and Year 6 pupils in meaningful tasks leads to good progress and achievement
- Good use of interactive whiteboards in some classrooms enhance other areas of learning
- The computer suite is not used by all staff as effectively as it should be
- ICT is insufficiently used to support learning in other subjects
- Monitoring and evaluation procedures need to be more rigorous

Commentary

63. There was too little evidence to make a judgement on the quality of teaching and learning overall. However, the evidence gained, indicates that standards attained by pupils in Years 2 and 6 match those expected for their age and achievement is satisfactory overall. By Year 6 pupils are able to create a multimedia presentation, confidently using tools to insert, highlight, underline and enlarge their work.
64. In the lessons observed in Year 6 and Year 4 there was evidence of the teachers' good subject knowledge and effective engagement of pupils in meaningful tasks. Teachers gave clear explanations and effective demonstrations using the interactive whiteboard. Their skilful use of questioning ensured appropriate challenge was offered to individuals and a brisk pace was maintained throughout lessons. Effective use of teaching assistants was observed in the computer suite, where the two adults shared the teaching of ICT skills. Talking with pupils and observing them in lessons show that they have positive attitudes to ICT. They work well in pairs or individually and are confident users of a variety of programs, including accessing the Internet to research information.
65. Leadership is satisfactory overall. The subject co-ordinators have held responsibility since September 2003 and therefore have had very little time to impact on standards. However, they recognise the need for regular, more focused monitoring and evaluating, a clearer system of record keeping and an up to date portfolio of pupils' work to aid teacher assessments and improve standards. The resources for the subject are very good. There is a newly created computer suite with sixteen machines and further machines in the corridors and classrooms. However, there were several periods during the inspection when the computer suite was unused and limited use was seen of ICT outside the direct teaching sessions in some classrooms. The school is taking part in a national initiative to involve parents in learning more about ICT and good additional opportunities are offered to pupils to develop their skills at the weekly after-school clubs which are well attended.

Use of information and communication technology across the curriculum

66. Information and communication technology is not used well enough in all classes to support learning in other subjects. However, there are some good examples of its use. For example, when Year 6 pupils produced a multimedia presentation in the context of their science topic of electricity and when Year 4 pupils investigated how tree diagrams could be used to organise information. This work supported well their mathematical development.

HUMANITIES

Geography and History

67. In humanities, work was only sampled in **geography** and **history** as insufficient lessons were seen. It is not possible, therefore to make an overall judgement about provision in these subjects. However, evidence from pupils' work and from talking to them enables secure judgements to be made about standards. Standards in geography by Years 2 and 6, match those expected for their age and achievement is satisfactory. By Year 2, standards in history match the level expected for their age and achievement is satisfactory. In history, standards by Year 6 are below those expected and achievement is unsatisfactory.
68. Year 2 pupils have satisfactory knowledge of physical **geography** knowing the names of the sources of water and that the rain feeds rivers and seas. Their map reading skills are sound, using maps and road signs to find routes to places and to name other countries in the world where it might be much warmer than in England. By Year 6, pupils have a clear understanding of the water cycle and are developing an understanding of how climate affects life. They are aware of the need to conserve water in order to protect the environment.
69. In **history**, Year 2 pupils know how the Great Fire of London started, how it spread and that Samuel Pepys buried something important to keep it away from the fire. They have studied the seaside of the past and are able to make comparisons with seaside holidays today. Year 6 pupils have made comparisons with modern and Victorian school days and have produced some work using timelines. The output of work is low and of a poor quality for pupils of this age. Marking is very brief with few comments to help pupils to make progress. There is insufficient emphasis on the key aspects of developing historical enquiry skills, or on developing a strong sense of chronology through the study of different historical events. Because of this, Year 6 pupils underachieve.
70. Subject co-ordinators in both subjects are new to the post and have not yet had time to develop their role. The opportunities to monitor and evaluate provision have been limited. Resources are satisfactory in both subjects. The use of books and pictures are the main sources of information. The museum of historical artefacts is in the early stages of use.

Religious Education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards by Year 6 are below those expected and achievement is unsatisfactory.
- Pupils do not have enough access to learning about religions other than Christianity
- Teachers' knowledge of the Christian religion is secure
- The use of assessment information to inform learning is unsatisfactory
- The subject is given an inappropriate allocation of time
- Resources are unsatisfactory

Commentary

71. The standards attained by Year 2 pupils match those expected of the locally agreed syllabus and their achievement is satisfactory. However, by Year 6, standards are below those expected and there is evidence of underachievement. Discussion with pupils indicate that they have a very limited knowledge and understanding of the topics outlined in the locally agreed syllabus. This shows a decline since the last inspection and is unsatisfactory.

72. Teaching and learning in the lessons seen was satisfactory overall. Some good teaching of Years 3 and 6 pupils improves their knowledge and understanding of the work of special people, such as Martin Luther King and Gladys Aylward. The teachers' good relationships with the pupils ensured that they were well behaved and had a good attitude towards their learning. Work such as this positively promoted pupils' personal development as they learnt more about unfairness and how some people are willing to fight for justice. However, in some lessons, teachers do not develop pupils' ideas sufficiently, and miss the opportunity to relate these ideas to spiritual or moral thinking. This was seen in Year 5 when not all pupils listened to the teacher reading the story of St Paul and the teacher's questioning was ineffective. In the last inspection, the use of assessment was noted to be not precise enough to raise standards in religious education; this remains the case, and is unsatisfactory.
73. The subject co-ordinator was on long term absence from school during the inspection and therefore no judgements are made on leadership and management. However, some shortcomings were noted. Planning shows that pupils do not have enough opportunity to learn about a range of religions and to make comparisons between them. Timetables, quantity of work and lack of pupils' knowledge indicate that the amount of time spent on religious education is insufficient. Resources are minimal and this is an area which needs to be developed in terms of artefacts for the school, visits out of school and getting visitors into school. There is insufficient use made of religious education to allow pupils to practise their literacy and independent writing skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Only one lesson was seen in **art and design** and no lessons were seen in **design and technology, music or physical education**. It is not therefore possible to make a firm judgement about provision, standards, achievement or teaching and learning in these subjects.
75. It is evident from displays, that work in **art and design** enhances the environment and pupils' abilities to draw are well developed. There are fewer opportunities in other aspects of the curriculum such as using paint and other mediums. The artist in residence, who visited the school last year, made a good contribution to developing the pupils' understanding and skills of producing mosaics and large sculptures. In Year 1, pupils have drawn self portraits using pencil and crayon. They then used ICT well to consolidate this skill. Pupils in Years 3 to 6 have studied the work of Andy Warhol, producing effective pictures of winter using pastels to create an appropriate effect. They have created effectively an effect of movement by using shades of colour and overlapping figures.
76. In **design and technology**, pupils follow the nationally recommended programme of work to ensure progression of learning throughout the school. In Year 1, pupils have used a range of ideas in the context of animals, vehicles and hats to make pictures that move backwards and forwards or up and down. Pupils in Year 2 have produced attractive hand puppets and have taken digital photographs of their work. The current Year 6 pupils have an impressive display of textile work undertaken in the summer term when they were Year 5. This work represents traditional fairy tales which, under the skilful guidance of a teaching assistant, shows good use of fabrics and a secure understanding of the use of colour and design.
77. In **music**, the subject knowledge and understanding of the subject of the subject co-ordinator is good. She holds a successful club for recorder players and has taken pupils to sing at a local nursing home. There are good opportunities for musical performances and for pupils to play the violin with peripatetic teachers. Pupils comment they enjoy these activities. However, music does not yet make a significant impact on the ethos of the school such as in collective worship, but the co-ordinator has a clear vision for the development of the subject.
78. Facilities for **physical education** are good including a hall, separate hard outdoor areas and a large field. Good use is made of outside providers to give specialist coaching in cricket and

football. Throughout the year, pupils have appropriate opportunities to compete against other schools in a variety of events, including swimming, football, netball and cricket. The school achieved the 'Activemark' in 2001 and are to apply for 'Active Gold' in April, 2004. Additional clubs held after school offer pupils further opportunity to develop their skills in games and athletics. Pupils in Year 5 attend ten sessions of swimming in the summer term. However, there is no additional programme to meet the needs of those who do not achieve the recommended target of being able to swim 25 metres unaided.

79. The leadership of all four subjects is satisfactory. Co-ordinators are new to the post and have audited provision to identify how to develop their subjects. Monitoring and evaluation systems lack rigour and are in need of development. The co-ordinators require training and the opportunity to evaluate the impact of teaching on learning more effectively. In all these subjects, planning is based on national planning documents and allocated into blocks to ensure coverage. The broad nature of the plans does not cater for pupils' differing skills and abilities however, and the blocking of time does not clearly ensure that subjects are given an appropriate allocation of time to allow depth of study.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. Only two personal, social and health education lessons were seen, and it would therefore be inappropriate to make an overall judgment about subject provision. From the content of the lessons seen and the regularity with which personal, social and health education lessons appear on the timetable, it is clear that the school puts a good emphasis on pupils' personal development. Pupils throughout the school have become accustomed to discussing important issues, and readily express their views in the knowledge that they will be listened to and their views respected. The good relationships teachers establish with pupils are the cornerstone of the teaching and provide an atmosphere in which pupils can openly address the sensitive issues that affect all their lives. The experience of being a school council member contributes well to the pupils' personal development. Leadership is satisfactory and the co-ordinator has good ideas to improve provision in this subject and has started the initial steps needed towards achieving the healthy school award. However, she has had very little opportunity to monitor and evaluate classroom practice.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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