

INSPECTION REPORT

QUAY PRIMARY SCHOOL

Bridlington

LEA area: East Riding of Yorkshire

Unique reference number: 133482

Headteacher: Alan Shadrack

Lead inspector: Will Gale

Dates of inspection: 28 - 30 June 2004

Inspection number: 257250

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	408
School address:	Oxford Street Bridlington
Postcode:	YO16 4LB
Telephone number:	01262 673219
Fax number:	01262 673219
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Norman Lawry
Date of previous inspection:	n/a

CHARACTERISTICS OF THE SCHOOL

The school opened in 2002 on a temporary site before moving to its permanent location close to the town centre in September 2003. It is housed in the Edwardian buildings of previous infant and junior schools, which have been refurbished and connected by a new central foyer area. The site is owned by Jarvis, a private contractor, and the refurbishment was carried out as part of an area-wide private finance initiative. Some elements of the refurbishment were not complete at the beginning of the year and the school is still negotiating for further improvements.

Most of the pupils come from the central and southern parts of Bridlington, which has older style, centre-of-town housing and considerable multi-occupancy, and includes some of the most deprived areas in the East Riding. Many parents have part-time, lower paid jobs, typical of the seaside economy. The number of high social class households is well below national averages. The percentage of pupils who take free school meals is almost double the national average.

There are 408 pupils on roll, aged 4 to 11. The school has 14 classes in total; two classes for each year group. All classes have a reasonable balance of boys and girls. Classes in Years 4 and 5 are very large, with up to 35 pupils. There are well above average numbers of pupils on the school's register of special educational needs, who comprise about a third of the total on roll. The number of pupils with Statements of Special Educational Need is also well above national averages. The school has only one pupil who does not speak English as their first language. Pupils enter the school with levels of attainment which are well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21317	Will Gale	Lead inspector	Science History English as an additional language
19342	Tom Heavey	Lay inspector	
32151	Jean Kendall	Team inspector	Art and design Music Foundation stage
2759	Derek Sleightholme	Team inspector	English Physical education Religious education
32636	Gillian Hepworth	Team inspector	Mathematics
32540	Tony Fermor	Team inspector	Design and technology Geography Information and technology Special educational needs

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Quay is a **good school**. The headteacher, staff and governors have worked very hard to establish the new school in difficult circumstances. Teaching is good and helps pupils to learn effectively. Pupils are very well behaved and the school provides a settled and orderly atmosphere, which encourages politeness, tolerance and respect. Despite these good features, pupils are only able to achieve standards which are well below national averages in English and mathematics, which represents satisfactory progress since they entered the school. It is likely that the two moves of site in the past 2 years have disrupted pupils' learning and prevented the good teaching from having the maximum effect on standards. Now the school is well established, it is well placed for further improvement. The school offers **good value for money**, mainly because of the very positive impact on pupils' personal and social development, and the good quality of leadership and management.

The school's main strengths and weaknesses are:

- The new school has been well established despite initial difficulties
- Headteacher and senior staff provide good leadership
- Teaching is good and pupils learn well
- Standards in English and mathematics, and in literacy and numeracy across the school, are well below average
- Improvements in standards have been delayed by the difficulties of moving site twice in 2 years
- Pupils achieve very well in their personal and social development; their behaviour is very good.

The school has not been inspected before. It has been in existence for less than 2 years. In that time, it has been housed in temporary accommodation before moving to the current site in September 2003.

STANDARDS ACHIEVED

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	E
mathematics	n/a	n/a	E	D
science	n/a	n/a	E	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' current **achievement is good**, but test results indicate that their work was not as good at the time of the moves of school site, which seem to have restricted the progress they were able to make. Pupils enter the school with levels of ability well below national averages. In reception, they achieve well but only reach standards which are well below the goals they are expected to reach. In Years 1 to 6, pupils' achievement is good, but they reach standards which are well below average in English and mathematics. In science, pupils reach levels which are below average. In ICT, pupils achieve in line with national expectations. In music, they reach levels above expectations, especially in singing. In PE, pupils achieve in line with national expectations. In most other subject areas, pupils reach levels which are below or well below national expectations. Throughout the school, pupils show very good achievement in personal, social and health education, and citizenship (PSHCE) and reach standards which are often above expectations. This underpins much of the success of the school in promoting pupils' learning. Pupils with special educational needs (SEN) make good progress, which is reflected in their success in meeting challenging targets in their individual education plans (IEPs).

Pupils' **personal qualities are very good**. They are enthusiastic about learning and their behaviour is very good. In particular, pupils are very polite and treat the school building with great respect. Attendance is slightly below average, but is steadily improving as a result of a good strategy for working with pupils and their parents. Pupils' moral and social development is very good. They work and play together well. Spiritual and cultural development is satisfactory. Pupils have a good sense of their local community, but are less knowledgeable about places and cultures different to their own.

QUALITY OF EDUCATION

The school provides a **good quality of education**. **Teaching is good**. It is very good in the Foundation Stage. Throughout the school, lessons are well organised and staff work hard to ensure that pupils are fully engaged in learning. There are very high expectations of good behaviour from pupils, which results in an orderly atmosphere, where pupils are always ready to learn. Pupils with SEN are very well included in lessons. Teaching assistants are well deployed and make a substantial contribution to teaching, especially for those pupils with lower ability or special needs. The progress of pupils with SEN is well monitored, with regular reviews of the targets in their IEPs.

The curriculum follows national recommendations, which ensures that all aspects are covered. Only in RE is there a shortfall in the curriculum provision. Joint planning between the teachers in each year helps to ensure consistency. The planning for pupils with SEN is particularly good. Curriculum development is only just beginning to focus on key areas for improvement in each subject area. The school's buildings now provide a good environment for learning. Pupils are very well looked after. There are very good relationships between staff and pupils. The school is making good efforts to increase parents' involvement in children's learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has worked tirelessly to establish the school fully in a difficult transition period. He has been ably supported by the school's senior managers. All staff have made substantial contributions to the creation of a unified team working to similar education principles. The governors are knowledgeable about their role and are developing a better sense of the school's strengths and weaknesses. All statutory requirements are met, except the full implementation of the locally-agreed syllabus for RE. The school's self-evaluation is impressive and readily acknowledges the improvements which still need to be made. The role of subject co-ordinators is under-developed and they are not yet fully monitoring standards across the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. They recognise the high standards of pupils' behaviour. Parents of pupils with SEN are pleased by the support their children receive. Several parents are especially pleased by the chance to come into school and work alongside their children. Parents appreciate the welcoming atmosphere of the school and the frequent opportunities to talk to staff. A few parents are worried by the low standards in important subjects. Pupils like being at the school. They get on well with staff. Pupils are very pleased by the opportunities to work in the computer suite and take part in sport. Pupils like the variety of lunchtime and after-school activities. Some pupils do not like literacy.

IMPROVEMENTS NEEDED

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

- Continue to implement the actions in the school improvement plan, and take further action to raise the standards pupils achieve, especially in literacy and numeracy
- Carefully analyse the information about pupils' progress and plan specific measures to help them to overcome weaknesses
- Strengthen the role of the subject co-ordinators in promoting higher standards

and, to meet statutory requirements:

- Ensure the full implementation of the locally-agreed syllabus for RE

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement was good in lessons during the period of inspection, but they reach standards which are well below average in English and mathematics. This suggests that pupils' achievement over a longer period of time is only satisfactory and has been affected by the move to a new school site. Now they are settled in their new school, improvements in standards are beginning to show in pupils' work.

Main strengths and weaknesses

- Current achievement is good
- Standards in literacy and numeracy are well below average
- Results in national tests in 2003 were disappointing
- Pupils with SEN make good progress towards the targets in their IEPs
- Standards in music and PSHCE are above average

Commentary

1. The national tests of 2003 showed that pupils were achieving at a very low level in Year 2. Pupils' results in Year 6 were well below average. The school believes that the results were affected by the move to a temporary site and that standards are now beginning to improve. Inspectors observed that standards in English, mathematics and science remain well below average overall, but there are signs of improvement as pupils become more settled at the school and staff can concentrate on raising standards rather than being distracted by moving site. Pupils entered their previous schools with well below average ability and this is reflected in the targets set for 2003. Pupils met these targets in all areas, except the number of pupils achieving level 5 in Year 6 in English.
2. Children achieve well in the Foundation Stage. They enter the reception classes with well below average levels of ability, but make good progress. Their achievements are particularly good in personal and social development, knowledge and understanding of the world, physical development and creative development. Children are increasingly self-reliant and they respond very well to guidance on good behaviour. They are developing a good knowledge of basic ICT skills and a good understanding of the natural world. They move with confidence and control and are making good progress in the development of their manipulative skills. Children enjoy their work in painting and drawing. In these areas, children in the reception classes are on course to leave the Foundation Stage with skills which are close to, or at, the expectations of the early learning goals. This represents a significant improvement on last year's standards. In mathematical development, children demonstrate a good knowledge of number. They can count and order numbers up to ten and beyond. In communication, language and literacy, pupils are making good progress in developing their reading and writing skills, but they struggle in their speaking, where standards remain below the level expected.
3. Pupils in Years 1 and 2 were achieving well at the time of inspection. A scrutiny of their work indicates that their achievement is satisfactory over the longer term, reflecting the time it took them to settle at the beginning of the year. Pupils' lowest standards are in English and in literacy across the school. They listen carefully, but they lack the range of vocabulary to convey all of their ideas through clear speech. Pupils' reading lacks fluency and accuracy. In their writing, they use a relatively narrow range of words. Their low level of literacy skills affects their work in other subject areas, such as geography and history, where the standards they achieve are also well below average. In mathematics, they also reach standards which are well below average. Many pupils find addition and subtraction difficult and have a weak

understanding of number bonds. Pupils' work in science is also well below average. Their recording of the results of investigations and experiments is weak and reflects the low standards of their literacy. Their knowledge of materials and physical properties is of a higher standard.

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

Standards in:	School results	National results
reading	12.1	15.7
writing	11.2	14.6
mathematics	13.4	16.3

There were 58 pupils in the year group.

4. In Years 3 to 6, pupils reach levels which are well below average in English and mathematics. Their reading is steady and accurate. Pupils are able to retell stories in their writing, but many do not use joined up writing even in Year 6. They listen carefully and understand the main points made by teachers. Only the more able, who are relatively few in number, are confident speakers. In mathematics, pupils' highest achievement tends to be in data handling, where the skills they have acquired in ICT are of considerable benefit. Pupils have more difficulty with mathematical language, problem solving and in applying their number knowledge to word problems. In science, pupils' achievement is good and is leading to improving standards, which are, as yet, still below average. Pupils reach levels which are close to the average in their understanding of physical processes, such as the effects of the earth's orbit around the sun.

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

Standards in:	School results	National results
English	23.8	26.8
mathematics	24.8	26.8
science	26.7	28.6

There were 68 pupils in the year group.

5. Throughout the school, pupils' demonstrate very good achievement in ICT. Pupils are reaching levels which are in line with expectations in Year 2 and Year 6. They benefit from skilled teaching and frequent access to the well-resourced computer suite. They are dextrous in their use of keyboards and have a good understanding of computer functions. They make good use of computer programmes. Pupils make less progress where their levels of literacy affect their ability to read the screen or recognise icons. Pupils with SEN benefit from frequent access to programmes which help them to develop their literacy and numeracy skills.
6. Pupils achieve very well in PSHCE, music and PE. In PSHCE, they often reach standards above expectations, especially in their personal and social development. The consistently very good teaching in the subject, during, for example, 'circle time' and the regular reinforcement of skills in all activities help pupils to learn. They are good listeners and have a keen appreciation of the importance of school rules. In music, pupils frequently reach levels which are above expectations, especially in their singing. They benefit from specialist music teaching, where high expectations are set. Pupils' skills in PE are in line with expectations. The school has already established a strong tradition of sporting success and pupils' skills in games, such as good ball control, are particularly well developed.

7. Pupils' do not meet the requirements of the locally agreed syllabus in RE, because they do not have sufficient knowledge of religions other than Christianity. Pupils' work in history is well below average. They have a satisfactory understanding of dates and factual information, but have considerable difficulty in explaining the reasons for events and the way people acted in the past.
8. Pupils with SEN make good progress and their level of improvement as they move through the school is often more rapid than other pupils. In many classes, pupils with SEN are achieving at levels similar to many of the other pupils. Their lowest standards tend to be in literacy and the majority of targets in their IEPs focus on this area of learning. Pupils are making good progress towards these targets, although they are progressing from a very low level of understanding. They benefit from the individual attention they receive in class and their full inclusion in all activities. The very small number of pupils with English as an additional language reach levels comparable with pupils of similar ability. Girls achieve better results than boys at the end of Year 2; a situation which reflects the national picture. In Year 6, boys achieve better results than girls in mathematics and science, but this is also similar to national figures.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development are good overall. Pupils' personal development is very good. Attendance at school has been unsatisfactory, but it is improving.

Main strengths and weaknesses

- The very well ordered school sets excellent expectations for pupils' conduct
- Pupils' attitudes to school are very good; they enjoy lessons and the range of activities
- Pupils have a very good understanding of what is right and wrong, most form very good relationships with each other and collaborate well in the activities the school provides
- Most pupils are very reliable and enjoy opportunities to take responsibility
- The multi-cultural dimension is insufficiently promoted

Commentary

9. When this school opened the main priority was to establish a very positive ethos, a consistent approach towards good conduct and the raising of self-esteem in the pupils. The headteacher, school leadership team, staff and governors have worked hard to establish these principles. The inspection has confirmed that this is a school where there is a consistent approach to pupil management with excellent expectations for pupils' conduct.
10. Pupils' behaviour in lessons and assemblies, at breaktimes and in moving around the school is very good. Most parents endorse the headteacher's view that the school achieves considerable success with pupils' behaviour. Arriving in assembly, pupils move to their class location quietly and efficiently, and listen respectfully to the person leading. During breaktimes, most pupils play well together, lining up very sensibly to return to lessons. The headteacher, deputy head and members of the leadership team monitor behaviour very well and are good role models for pupils. The headteacher takes personal responsibility for the monitoring of bullying and harassment; his tracking of incidents and records of actions and response are meticulously kept. The headteacher's approach is to bring the parties together to work towards a resolution.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	405	2	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	2	0	0

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

11. Pupils enjoy lessons and the range of additional activities the school provides. They settle quickly to a personal task, such as private reading, at the start of the day. A Year 2 pupil who has special educational needs was particularly keen to read right through the current reading book to an inspector. In a science lesson for pupils in Year 4, there was a busy productive noise as pupils discussed together how they were going to test for conductivity.
12. Spiritual development is satisfactory. There are seating locations in one playground where pupils can sit quietly with friends and hold private conversations. Year 6 pupils visited Bridlington Priory to join with pupils from other schools in a learning experience based on themed zones. The work included a session on reflection where the pupils made written promises on scallop shells as a symbol of pilgrimage.
13. Moral development is very good. Most pupils know the school and class rules and have a very good understanding of what is right and wrong. They have been encouraged to discuss and formulate rules for their classroom and these are prominently displayed. During lunchtime, pupils know the common courtesies that apply; when moving around the school they hold doors open for others and speak politely.
14. Social development is very good. Most pupils form very good relationships with each other. Observation of playtime showed pupils adopting the buddy system very well. They collaborate very well in lessons willingly engaging in conversation with their “talking partner”, a feature of many literacy lessons.
15. Cultural development is satisfactory. Pupils working though a topic based on the seaside have learned about the history of Bridlington. Older pupils experience a contrasting setting when they have the opportunity to take part in an activity weekend in Wales that helps to extend their cultural understanding. There are many good opportunities for pupils to experience art and music which are enhanced by the use of visits and visitors. However, during this inspection there were no displays that promoted the reality of modern Britain as a multi-cultural society and this aspect is significantly under-represented in the cultural development of the pupils.
16. There are very good opportunities to promote pupils’ personal development. Most pupils enjoy taking responsibility for tasks in the day-to-day running of the school. Some are responsible for selling fruit at breaktime, others are class monitors for registers, giving out equipment and helping with PE apparatus. Weekly achievement assemblies recognise pupils’ successes in lessons and as school citizens and each class has a “star of the week”.

Attendance

17. In spite of the school's best efforts, the attendance rate of 93.6 per cent for the academic year 2002/3 was below the national average, and was therefore **unsatisfactory**. Unauthorised absence in the same period was above the national average.
18. The school serves an area of high social deprivation, and a proportion of the absences is accounted for by the higher incidence of ill health associated with such conditions. In addition some families take holidays in term time when holidays cost less, while other families dependent on seasonal employment take their holidays before the high season to maximise income from the tourist trade. In consequence, the school faces an uphill struggle to secure the support of parents in ensuring that their children attend school regularly.
19. The school has identified improved attendance as one of its main priorities, and is making some progress with strong support from the EWO (Education Welfare Officer). Unauthorised absence has been reduced since the strategy was launched last September. The good punctuality reflects the eagerness of pupils to attend their lessons. By the end of the Spring term, overall attendance had improved steadily, and the school aims to reach 95 per cent attendance within twelve months.
20. The school is making good use of its strong caring ethos to engage disaffected families, and to secure their support for their children's learning through improved attendance. The Emotional Literacy Project targets vulnerable groups. The same-day follow-up of unexplained absence and the regular reminders to parents through the newsletter remind families of the urgency of the problem of absence. The higher profile assumed by the EWO on the school premises and the celebration of improved attendance combine well to persuade parents that good attendance will aid their children's learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.6
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good and is reinforced by the very good care of pupils. The curriculum is well balanced and there are good links with parents.

Teaching and learning

Teaching and learning are good. Assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Very good management of pupils' behaviour
- Very good interaction with all pupils
- Very good teaching and learning in the Foundation Stage
- Pupils with SEN learn very well, effectively supported by teaching assistants
- Very good teaching of PSHCE and music
- Inconsistent methods of assessing pupils' progress

Commentary

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	13 (25%)	27(52%)	12(23%)	0(0%)	0(0%)	0(0%)

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

21. Throughout the school, the good teaching is characterised by the emphasis on very high expectations of pupils' behaviour. Lessons have a consistent structure featuring crisp organisation, clear instructions and very good explanations of class rules. Many pupils, especially those in the juniors, do not need to be told how they should behave. They have already acquired very good learning habits, which include listening carefully whenever the teacher speaks and organising their own materials ready to learn. All pupils enjoy learning and they are particularly keen on practical activities. Less able pupils and those with SEN show considerable determination, realising that they have to overcome weaknesses, especially in their literacy. The strongest features of teaching are evident in lessons in PSHCE, where the encouragement of pupils to reflect on important issues and to develop good social skills helps them to achieve well.
22. Teachers and teaching assistants enjoy their teaching. They are very pleased that pupils are settled in the new school buildings. They are reluctant to complain, but they acknowledge that the move to a temporary site before moving to the new school put a considerable strain on their teaching. Teachers speak about the amount of effort which was needed to transfer resources and organise rooms. They believe this sometimes prevented them from concentrating on raising the standards of pupils' work.
23. The very good teaching in the reception classes is based on the staff's very good knowledge of how young children learn. Teachers' planning is carefully related to the early learning goals. They provide explanations in clear language, which children are able to respond to quickly. There is very good identification of any children who are struggling with their work and regular encouragement for the less confident learners. Nursery nurses make a substantial contribution to teaching. They have very good relations with children and work closely with them, providing frequent support for individuals and groups. Good working arrangements between all staff ensure that all children are well included in activities, especially those who have substantial special needs. The high quality of teaching has an impressive impact on children's personal, social and physical development. As a result, children play together well and learn effectively during more informal activities as well as during lessons.
24. Teaching is good in Years 1 and 2. Teachers are relatively new to the teaching of this age range, but they are making good progress in acquiring the skills necessary to meet pupils' needs. Staff mention that they are more comfortable with this age range than they were a year ago and this is reflected in the growing confidence of their teaching. Teachers in each year group plan together well, ensuring a consistency in the content of teaching across both classes in each year. They have a good knowledge of literacy and numeracy strategies, but are not yet using assessment information sufficiently to vary the strategies to meet the individual needs of all pupils. This may explain why teaching is not yet having sufficient impact on raising standards. Planning takes good account of the targets in pupils' IEPs and implementation of strategies to meet the literacy needs of pupils with SEN are very good. Pupils are well organised. Lessons start promptly and lively whole class introductions with pupils seated together on the carpet are a feature of most lessons. Teaching assistants are well deployed to meet pupils' needs. They work with groups of less able pupils particularly well. All staff have very good relationships with pupils, which helps the less confident to make a greater contribution to lessons.

25. Teaching is good in Years 3 to 6. Most teachers are very experienced in teaching this age range and they have secure knowledge of the subjects they teach. Planning is thorough and is based on national recommendations. Although this ensures that the full breadth of the curriculum is taught, planning has not yet been refined to take into account specific strengths and weaknesses in pupils' learning. For pupils with SEN, this has been achieved, with teaching taking account of recent reviews of pupils' successes in meeting targets. Very good liaison between the SENCo, class teachers and teaching assistants is very effective in planning for the needs of pupils with SEN. There is a very good balance between providing support for pupils within lessons and meeting their special needs in small group work in the 'sunshine' room. There are some very good arrangements for specialist teaching, in music for example, where the teachers' knowledge and methods help pupils to achieve above average standards. The good links with local secondary schools result in visiting teachers providing lessons for groups of more able pupils in mathematics and science in Years 5 and 6. This provides suitable challenging work for pupils and allows class teachers to concentrate on the needs of less able pupils. At other times, teachers do not always plan sufficiently challenging activities for the small numbers of more able pupils and, as a result, they reach standards which are only in line with national averages.
26. In all classes, teachers mark pupils' work regularly but methods of marking vary and it is not always made clear to pupils how they should improve their work. There is satisfactory use of homework, but the low level of pupils' literacy skills sometimes prevents teachers from setting written work. Teachers are making good use of the accommodation and resources. For instance, in ICT and music, higher standards are supported by teachers' good use of the specialist resources. Many pupils speak about how they enjoy learning in the computer suite and how ICT has helped them to improve their literacy. The school hall and grounds are well used for a good variety of PE activities. 'Emotional literacy' is very well taught by a teaching assistant, who is also encouraging a better understanding of pupils' learning by parents. There are good arrangements in place for the very small numbers of pupils with English as an additional language (EAL), who receive extra support from a knowledgeable teaching assistant.

The curriculum

The breadth of the curriculum is good. There are good opportunities for curriculum enrichment, including a good range of extra-curricular activities.

Main strengths and weaknesses

- The provision for PSHCE contributes strongly to the very good personal development of pupils
- There are very good arrangements for pupils with SEN
- The RE curriculum does not fulfil the requirements of the locally agreed syllabus
- There are very good opportunities for pupils' participation in sport and music

Commentary

27. The curriculum is well planned and helps pupils to learn. There is a focus upon literacy and numeracy, but the curriculum as a whole is well-balanced. It meets statutory requirements in all areas, except in RE. The requirements of the locally agreed syllabus are not met because pupils do not learn enough about other world faiths.
28. Effective links are being developed between subjects to help pupils to see the purpose of their learning. The school sees pupils as unique individuals who need to feel confident enough to achieve their best. The school is very effective in achieving this and its work in PSHCE lays the building blocks for this to happen.

29. Pupils are provided with equal access to most areas of the curriculum, but in a small minority of cases, some more able pupils do not have programmes of work that will help them achieve their best. All other groups of pupils including those with SEN are given work that challenges them to achieve well. The use of support staff is also having a very positive impact on groups of pupils who may otherwise have difficulty in achieving well. The SENCo works closely with staff and parents to support the effective learning and progress of these pupils. Individual education plans are detailed, with appropriate targets identified and strategies suggested to achieve these.
30. The school is very good at preparing pupils for the next stages in their education. The move from reception to Year 1 is carefully planned and the close links with the secondary schools help the oldest pupils to prepare for a new school and new challenges. The 'continuity and progression' team includes staff from Years 2, 3 and 4 and they ensure smooth transition of pupils from infants to juniors.
31. The school provides a very good range of extra-curricular activities during the day and after school. All the pupils are encouraged to join one or more of these activities and participation rates are very high. The very high take up of these activities helps pupils to develop confidence and a personal sense of achievement. There is very good coverage of sports, music and art. Pupils also enjoy gardening, chess, building model aeroplanes and science; all of these activities are well attended. There is a satisfactory match of teachers to meet the needs of the curriculum and teaching assistants make a positive contribution to pupils' learning. In particular, they are very effective in supporting pupils in their classroom learning.
32. The provision and range of resources are satisfactory, although problems have occurred in gaining access to some of the resources which were moved during the change of school site. The refurbished building is making a positive impact on the curriculum and the life of the school. Most classrooms are spacious and there are sufficient additional areas, such as a library and computer suite, to enable the full breadth of the curriculum to be taught.

Care, guidance and support

The school makes very good provision for the welfare, health and safety of its pupils. Adults in the school provide good quality advice and guidance to pupils, and make satisfactory arrangements to seek and act upon their views.

Main strengths and weaknesses

- Very high priority given to the health, safety and personal security of pupils
- The school fully implements its belief that its children "are empowered through encouragement and self-esteem"
- Dedicated staff team knows its pupils and their families well

Commentary

33. The school's managers establish and maintain very high standards of health and safety. The well-organised child protection procedures, the weekly alarm tests and termly fire drills are all properly recorded. Pupils suffering cuts and grazes are tended by vigilant, well trained lunchtime supervisors. Pupils feel safe and cared for throughout their time in school.
34. The school's view that children are best placed to make academic progress when they have built up their confidence and self-esteem is a valid one, especially in an area of acute social disadvantage. The school's caring ethos is firmly based on its intimate knowledge of its pupils and their families, beginning with the sensitive induction arrangements for children entering the Foundation Stage, and continuing with the well-planned care of pupils with SEN. The school supports pupils with emotional and behavioural difficulties through an innovative approach to emotional literacy. Pupils causing concern are referred to the SENCo and then discussed with

the Emotional Literacy Co-ordinator. The very good partnership and excellent communication channels ensure that the pupils' needs are assessed. The emotional literacy programme provides play therapy individually and in groups. The rooms for emotional literacy also serve as a drop-in centre for parents, helping with parenting skills and provides a bridge between school and Sure Start services. The highly enthusiastic leadership by the SENCo and Emotional Literacy Co-ordinator and the high quality of care meet very well the needs of pupils with emotional and behavioural difficulties.

35. Annual Reports on pupils' progress are thorough and the award system rewards effort and improvement. Data on progress is not always well used to give pupils' specific guidance on how they should improve their work. The school plans to introduce individual targets to give pupils better guidance.
36. The school listens to its pupils through the very strong pastoral role of adults in the school. Inspectors witnessed several examples of children confiding in staff members about matters of personal concern. The headteacher plays a lead role in dealing with pupils' emotional problems. The introduction of the new School Council should provide a solid platform for more formal consultation which should further empower pupils and promote their personal development.

Partnership with parents, other schools and the community

The good links with parents, other schools and the community make a good contribution to pupils' overall education, and are a strong feature of the school's provision.

Main strengths and weaknesses

- Very positive views are expressed by the great majority of parents
- Good quality of information is provided for parents
- The school is able to harness community resources for the benefit of its pupils

Commentary

37. The overwhelming majority of parents responding to the questionnaire expressed very positive views about the school. They report that their children like school, behave well and work hard. Parents feel that the teaching is good, that their children are well cared for, and that the school helps them to become mature and independent. They welcome the format of Annual Reports that include a facility for parents to add their own comments. They think the school is well managed, and add that they would feel confident in approaching the school with any concerns about their children's education.
38. The school keeps parents well informed about the progress of their children as well as about school events and activities. Reports identify areas where improvement is needed so that parents can support their children's learning, and they show parents what level of achievement their children should be aiming for. The governors' report to parents and the prospectus contain detailed and helpful information about the school. These are supported by a very lively and informative weekly newsletter. There are regular opportunities for parents to discuss their children's progress through the 'open door' policy, which includes staff making themselves available in the playground to talk with parents.
39. When their children first enter the school, parents are provided with a very helpful welcome pack to ensure that the children settle smoothly into school routines. Membership of the local cluster of primary schools helps the school to enrich its curriculum through access to information, shared resources and training opportunities. To help ease the difficulties of moving to the next phase of education productive links have been developed with the main secondary school. The SENCo liaises closely with pre-school organisations, previous schools and relevant outside agencies when pupils with SEN are admitted to the school.

40. The school is at the heart of the socially deprived community it serves, and makes good use of other organisations to provide learning opportunities for its pupils. Educational visits to local landmarks such as Flamborough Head and the nearby wild life sanctuary bring pupils into direct contact with the natural world. Excursions to local parks, museums and churches enhance pupils' cultural experience. Visitors representing sport, the arts, the emergency services and health personnel give pupils an insight into the world beyond the school. Involvement with the Sure start Project and the launch of its own Emotional Literacy Programme and drop-in centre are both helping the school to engage with the community it serves locally. Pupils demonstrate their concern for other disadvantaged people in the world by raising considerable sums of money for charity. Through their sponsored skip for the British Heart Foundation, their collections for the British Legion Poppy Day Appeal, and their role in helping Chernobyl children stay with local families, they learn to mature into the responsible citizens of tomorrow

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, senior managers and governors provide good leadership, which has helped to establish the new school well. The school is well managed and organised to provide an effective environment for learning. The statutory requirement to provide the locally-agreed syllabus for RE is not fully met.

Main strengths and weaknesses

- The headteacher's hard work in establishing the school in its new buildings
- Very good role models provided by senior managers and staff
- Strong team-working throughout the school
- Very good self-evaluation, with a thorough understanding of the areas for improvement
- Under-development of the role of subject co-ordinators

Commentary

41. The school is well led. The headteacher is rightly proud of the work which has taken place to fully establish the new school. His key priorities of providing an environment which enables pupils to learn well and helping staff to carry out their roles effectively are reflected in the way in which the school operates. The headteacher has placed an emphasis on creating a settled and orderly environment, which is of substantial benefit to pupils who have been subject to considerable disruption in recent years. He is very ably supported by a deputy who has been willing to shoulder an increased burden when the headteacher has been seeking to resolve accommodation issues. Both head and deputy work together well and their contrasting, but complementary, styles provide an effective leadership blend.
42. The headteacher has shared his strategy with staff well. All staff know what the school is trying to achieve, and they are very loyal and supportive to senior managers. A high proportion of staff worked with the head and deputy in the previous junior school and they remain committed to the school's ideals despite the difficulties of the past two years. Particularly impressively, they have brought some of the key strengths of the previous school to the new school, whilst recognising that a new environment also requires a willingness to change and develop. The head and deputy's genuine concern for the welfare, personal and social development of pupils is shared by all staff. It is well reflected in the committed approach to caring for pupils with special educational needs and those who come from difficult home backgrounds.
43. The school's self-evaluation is thoughtful, and clearly identifies the main strengths and weaknesses. The headteacher is very honest in his appraisal of the delays which have been caused by the difficulties of moving into the new buildings. Working within a private finance initiative, which has required substantial negotiations with private contractors, has proved very complex, but the headteacher has achieved substantial success. However, the management

team has not been able to concentrate fully on raising the standards of pupils' work. The self-evaluation indicates that this will be the main emphasis in the next stage of development and the current school improvement plan includes relevant actions directed at raising standards. The school is working closely with the local education authority and is taking part in several key initiatives. This is providing the headteacher and managers with suitable support and advice.

44. The three staff teams for early, middle and senior classes are well organised. Team leaders ensure a consistency of approach. They are effective in tackling problems and provide a very good level of pastoral support for pupils, fully meeting the school's aims in this area. There is very good recognition of pupils' successes in improving their attitudes and behaviour, which results in suitable rewards during 'achievement' assemblies. The co-operative approach to working by the staff in these teams is evident at all times and the level of mutual respect is well conveyed to pupils, who benefit considerably from the examples provided. The staffing team for pupils with special educational needs is very well managed. There are close links between the special educational needs co-ordinator and specialist teaching assistants, who monitor pupils closely. Initiatives such as 'emotional literacy' have been well integrated with the provision for pupils with SEN.
45. Leadership of the curriculum in the Foundation Stage is very good and has resulted in the creation of teaching programmes which are very effective in meeting children's needs. In the rest of the school, curriculum development is satisfactory, but there are areas which will require further improvement if standards are to be improved. The school recognises that further work is needed and the curriculum manager is starting to embark upon a thorough plan of action. Subject co-ordinators are not yet sufficiently active to prompt curriculum improvements. Although they ensure the curriculum is fully covered, they are not yet fully monitoring teaching and the assessment of pupils' progress. Class teachers will need this support if they are to develop lessons which have a specific focus on the areas of weakness in pupils' learning.
46. The governing body provides good support to the school. The chairman works closely with the headteacher and has supported him in the lengthy negotiations with the LEA and the private contractors. Several other key governors have a very good understanding of their roles. The governor linked to SEN is knowledgeable and makes sure that the school is following fully inclusive policies. There are appropriate staffing arrangements in place for pupils with SEN. The governing body and headteacher make good, strategic funding decisions and the SENCo holds a suitable budget for resources. The overall provision for SEN in the school is very good. The governors ensure that virtually all statutory requirements are met, with the exception of the curriculum in RE. There are good plans for the further development of the governing body. This has already resulted in the creation of a teaching and learning committee, with a specific remit for monitoring standards in the main subjects. Further actions include measures to bring about the more active involvement of all governors.
47. The school has a reliable system of performance management, which includes good support for staff in their professional development. Training is closely matched to staff responsibilities. Staff are well deployed and, where necessary, there has been sensible reorganisation to make the best use of individuals' experience and abilities. The school makes a very good contribution to initial teacher training through its links with Hull University. The deputy head mentors students very well and there are good arrangements in place to expand the provision now the school is more settled.
48. The school office is well run. The new 'link' building has provided a good amount of space, centrally located. Visitors are welcomed and communication to other areas of the school is very good. The school's finances are well managed. The level of reserves has been substantially reduced in the last year, because of the need to spend at a higher level to improve resources in the new school, but the financial picture is becoming more stable as the headteacher and governors become more used to the methods of working with a private contractor. The headteacher is becoming increasingly adept at securing funds from schemes

directed at raising attainment. This money is being put to good use. The substantial income for SEN is well spent on pupils' needs and the expenditure is carefully monitored. Suitable information is provided to governors to help them fulfil their monitoring role.

Financial information

Financial information for the year April 2003 to March 2004.

Income and expenditure (£)	
Total income	1,146,340
Total expenditure	1,168,614
Expenditure per pupil	2954

Balances (£)	
Balance from previous year	61,994
Balance carried forward to the next	39,720

EXAMPLE OF OUTSTANDING PRACTICE

Example of outstanding practice

The excellent guidance on good manners results in pupils always behaving very courteously throughout the school

Inspectors witnessed numerous examples of pupils making way for adults and for one another, holding doors open and offering assistance. From first entering the school, pupils receive regular guidance on good manners, which results in the everyday courtesies they show throughout the school day. Similar outstanding manners are shown on school trips – a hotelier from Wales writes to praise the pupils for their impeccable behaviour. This demonstrates the considerable pride pupils have in their school and its reputation.

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

The overall provision is **very good**. The Early Years team plan very effectively to cater for the wide range of learning needs in their classes and make learning fun. They take account of children's interests and build on their existing knowledge and skills. Teachers and nursery nurses have a good understanding of how young children learn and observe their progress expertly. Individual needs are very well catered for and children achieve well. The Foundation Stage area has been creatively planned to make the best use of resources and provides a stimulating environment. Because of this, children are engaged in their learning and show curiosity in the world around them. The outdoor area provides purposeful activities that enable children to develop their skills in all areas of learning.

Children enter the school with levels of ability well below national averages. In reception, they achieve well but only reach standards which are below the goals they are expected to reach in language, literacy and mathematical development. In other areas of learning, most children achieve the expected goals by the end of the Reception Year. The team leader, who is a Year 1 teacher, has a good overview of the provision and the standards achieved by children in reception. This helps to support children's move to the next stage of their education and ensure continuity in learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**. Most children reach the expected goals for their age in social and personal development by the end of the Reception Year. Goals requiring the use of language to express needs and feelings are not met by most pupils.

Main strengths and weaknesses

- Teachers provide a secure and stimulating environment where children feel confident
- Children concentrate well because activities are interesting and fun
- Children behave well because staff set very good examples
- Because children have limited language skills, they are not easily able to express their emotions in words

Commentary

49. Personal, social and emotional development is promoted in all activities and this has a good impact on children's achievement in all areas of learning. In PE for example, children are able to work as a team and help each other when using small apparatus. Self-reliance is encouraged and as a result, children can dress independently and find the resources they need easily. In literacy and maths lessons, children concentrate well and enthusiastically participate in activities because they are interesting and fun. Children are eager to explore new challenges. They enjoy experimenting with different materials and making new discoveries in their classrooms and outdoors. Children move around the areas confidently and play together co-operatively. Adults skilfully guide play so that children make the most of their experiences.
50. Teachers and nursery nurses expect children to consider the needs of others and set very good examples. Expectations for behaviour are clear and are consistently reinforced through positive but firm guidance. This is achieved in a caring environment where there are very good relationships between adults and children so that children feel secure.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**. Many children enter the Foundation Stage with very low levels of language and make **good progress** because basic literacy skills are taught well. Despite this, their attainment is generally below expectations.

Main strengths and weaknesses

- Skills needed for reading are taught very well and children achieve well
- Writing is taught well and children enjoy practising their emerging skills independently
- Language for communication is not sufficiently developed to enable children to explain ideas clearly.

Commentary

51. There is a good balance of direct teaching to develop basic skills and free-choice activities that allow children to practise what they have learned. Teachers plan carefully to ensure that activities are well matched to the learning needs of children as well as being fun. Word skills are systematically taught through games and rhymes and this helps children with their reading and writing. Teachers provide good opportunities for children to practise skills in different areas of provision where nursery nurses ably support learning. For example, children practise letter formation outside using streamers. They read 'on the beach' in the role play areas and write postcards to each other. Teachers encourage a love of books by choosing interesting texts to share with children. Reading skills are taught well and most children are able to read simple texts with fluency and accuracy. Children who are not yet able to read are supported using pictures as a stimuli to develop their language.
52. Adults promote language development by encouraging children to talk about their experiences, introducing new words and showing an interest in what they say. However, many children do not have the language to explain their ideas and would benefit from being explicitly taught how to ask questions and talk through actions.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**. Most children achieve expected goals in number recognition. Work on shape, space and measures was not observed.

Main strengths and weaknesses

- Children are developing a good knowledge of number.
- Teaching in whole class and directed group activities is very good.
- There are too few opportunities for investigation and problem solving to challenge able children.

Commentary

53. Number skills are taught very well and most children are able to recognise, count and order numbers up to 10. Some children have progressed beyond this and are able perform mental addition and subtraction of numbers up to 20. This was demonstrated during registration when children were able to work out how many children were having packed lunches by subtracting the number having school dinners. Able children demonstrated good mental recall of addition and subtraction facts. Children show a real interest in their number work and respond well to adult-led activities. Practical activities are used effectively to make learning relevant. Less able children are supported very well and they have great fun finding treasure numbers in the rock pool. Other children enjoy ordering carpet tile numerals against a timer and sorting tropical fish counters. Most children achieve well though more able children would benefit from

further opportunities for mathematical investigation and problem solving during independent play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**. Most children are achieving the expected goals by the end of the Reception Year.

Main strengths and weaknesses

- Children are developing a very good understanding of the natural world
- ICT skills are developed well
- Children really enjoy their work in this area

Commentary

54. The reception classes adopt a themed approach which supports learning about the world in many other activities. Areas of provision are imaginatively enhanced to provide an exciting environment, currently around the theme of 'The Seaside'. Children enjoy dressing in old-fashioned beach clothes and recognise differences and similarities between seaside places of the past and present. They are able to talk about the features of different sea creatures, observing colour, shape and pattern.
55. Children are confident computer users and enjoy the mathematical, language and art programmes that are available. They are able to manipulate programmes successfully and many can handle the mouse skilfully. Children can follow instructions; for example, to draw a fish on the computer. In the sensory garden, children use their senses to describe what they see, hear, smell and touch. Cookery sessions serve to reinforce and extend children's learning across the curriculum and further develop their use of language. The curriculum organisation allows children to reinforce their mathematical and language skills as well as developing their understanding of the world around them.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**. Most children achieve the expected goals by the end of the Reception Year.

Main strengths and weaknesses

- Teaching provides very good challenge and support
- Children use the equipment confidently
- Children do not have access to large apparatus in the outdoor area

Commentary

56. Physical skills are very well developed through planned activities and more informal opportunities. Very good teaching enables children to move with confidence, control and co-ordination. Activities are interesting and children participate eagerly and energetically. Children co-operate well together using the parachute and use their bodies creatively. They experiment with small apparatus outdoors and very good support enables them to develop their throwing, catching and kicking skills. The lack of larger apparatus prevents them from developing a wider range of skills. Children have a good awareness of the effects of exercise on the body and the importance of keeping healthy is promoted well. In the classroom and outdoors, children are provided with opportunities to develop manipulative skills. They use tools successfully in the craft areas and show good control when using construction materials. They use the bikes and scooters with confidence, showing a good awareness of space and

consideration for other children. Children are encouraged to be adventurous; they are well supervised but not inhibited in their choice of activity.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**. Most children achieve the expected goals by the end of the Reception Year.

Main strengths and weaknesses

- Children are encouraged to use their imagination in role play and art activities
- Skills are taught well and children are given many opportunities to experiment

Commentary

57. The themed approach to learning supports creative development well. Children use the resources in the role play areas imaginatively. For example, a group of children created an undersea adventure using flippers and masks, discovering sea creatures and treasure along the way. Another group planned a family visit to the beach using holiday brochures. Painting and drawing skills are taught effectively and children apply what they have learned to their own creations. For example, children who were shown how to mix paint to create sea colours used these skills to create large sea pictures in the outdoor area. They experimented with brushes, sponges and using hands and printing blocks to create the effect they wanted. The results were impressive. Children are provided with a range of materials and tools in the craft areas, enabling them to develop their skills independently. They enjoy experimenting with different colours, textures and natural materials such as clay, pebbles and sand.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND FRENCH

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are well below average.
- Pupils' achievement is good in lessons.
- Although teaching is good it has not yet impacted positively on standards.
- The curriculum leader has made a good start in leading this subject.

Commentary

58. Standards of reading, speaking and listening, and writing are well below average in Year 2. English standards overall are well below average in Year 6. Early indications show that in the 2004 tests for Year 2 and Year 6, very few pupils are attaining above average results in reading and writing at age 7 and overall in English at age 11. Further analysis shows that from 2003 to 2004 a slight improvement has been made in reducing the percentage of pupils assessed as attaining very low standards in reading and writing at age 7. However, the proportion of pupils attaining above average standards has not significantly improved in either Year 2 or Year 6. Good teaching found in this inspection is starting to have an impact but not yet sufficiently to show clear improvements in standards.
59. Most pupils achieve well in lessons in all aspects of literacy throughout the school. By Year 2, most pupils can listen to others and pass simple messages to their teacher and each other. More able pupils are more confident in entering into a conversation; these pupils listen more carefully and can respond using a wider range of vocabulary. Generally, the quality of speaking and listening of more able pupils is in line with the average in most schools. Similarly in

reading, above average pupils are attaining broadly average standards. Most pupils' reading ability is limited by the fact that they have not securely acquired the range of skills needed to overcome text they find challenging. They try hard and want to succeed, but their reading lacks fluency and accuracy. Their limited range of vocabulary and gaps in skills limit their ability to write well. Most pupils can form recognisable letters and use capitals and full stops to write simple sentences. More able pupils spell correctly more often and their writing is more legible and of a more consistent size. Generally overall attainment in writing is about one year behind the norm for the pupils' age.

60. Pupils in Year 6 show that they understand the main points being expressed by their teacher. More able pupils, of which there are few, are much more confident when speaking and listening. A higher attaining Year 6 pupil referred to the "blurb" on the back of a storybook as "a slice of the story". Most Year 6 pupils read steadily and accurately. They use a number of reading strategies such as word building to overcome words they find difficult. Pupils have a basic understanding of the use of an index to locate information. The small number of more able pupils justify their reasons for choosing a favourite character and can recall the key events in a story; one more able pupil could predict how difficult issues in the story line might be resolved. Pupils show good effort in their writing and have produced a satisfactory range of work. More able pupils can write a two-page account retelling a story and have started to use presentation techniques such as bullet points to list facts. Few Year 6 pupils use joined up writing. Most pupils prefer to write words as single letters that are occasionally connected.
61. Teachers confidently plan and deliver the national programme for literacy with good consistency between classes of the same year group. A discussion with some Year 6 pupils confirmed they use ICT appropriately for a range of writing purposes such as stories, a restaurant menu and a letter of complaint.
62. Many lessons include lively dialogue and good questioning. As a result, there are good opportunities for pupils to practise their speaking and listening skills and gain in confidence. Pupils respond well, many are willing to offer a point of view when characters in stories are being discussed. Teachers select big format storybooks that have wide appeal. Pupils in Year 2 listened carefully, then joined in enthusiastically as their teacher read the story "Farmer Duck". Lesson planning showed good attention had been given to providing work carefully matched to pupils' different levels of ability. In one lesson, the more able pupils wrote eight sentences recording the key events in the story in correct order. Pupils with SEN sorted eight pictures into correct order as a speaking and listening activity. With help they began to write simple sentences.
63. Pupils are very well managed in English lessons. They are given clear direction and set targets to meet. In a good Year 6 lesson, where pupils had been learning how to use a "blurb" on the back of a storybook, the teacher provided a compelling illustration as a starting point for writing. The pupils were given just 15 minutes to produce a "blurb" for a story based on the illustration. Pupils with SEN achieved well because they had access to the support of a teaching assistant who helped them use a prompt sheet to collate their ideas.

Language and literacy across the curriculum

64. Pupils have regular opportunities to practise their English skills in other subjects including ICT. Pupils in a Year 5 religious education lesson read, discussed and wrote about the life of St Francis of Assisi. However, it was clear from a Year 4 science lesson that although pupils enjoyed the activities their limited science vocabulary restricted the progress they made.
65. The co-ordinator assumed responsibility for English when the school opened. With a number of staff teaching infants for the first time, the co-ordinator has given priority to ensuring they receive additional training to strengthen their knowledge. The co-ordinator has used the expertise of an external consultant well to focus on writing through target setting and improved

assessment of the progress pupils are making. Lesson observations of literacy sessions have provided important monitoring information on the impact of the actions taken and helped to identify areas to be followed as all staff work together to raise standards.

French

66. No French lessons could be observed during the inspection. As a result, no judgements can be made about teaching and learning. French is taught in Year 6 and informally taught in Year 2. In discussion with a group of Year 6 pupils, it is clear that French is thoroughly enjoyed by them. Pupils were eager to discuss the contents of their French folders and describe the games they enjoy in their French lessons. They are able to converse in simple French by giving their birth date and naming their family members.
67. A visiting teacher from the local secondary school delivers a weekly French lesson to Year 6 pupils. The Year 6 class teachers confirm that this is a successful arrangement because pupils make good progress and enjoy the lessons. They are confident and not afraid to speak even when the words are unfamiliar. The younger pupils enjoy speaking and singing in French. This was confirmed in an assembly for Years 2 to 4 where pupils enthusiastically sang Happy Birthday in French. The school recognises that the introduction of French has proved successful. There are plans for the provision of French to be extended across more year groups.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average
- Most pupils achieve well because of the good teaching and learning
- Pupils have positive attitudes and work hard to do their best
- Pupils with special educational needs are given very good support but more needs to be done to address the needs of the higher attaining pupils
- The subject co-ordinator is at the early stages of developing her role

Commentary

68. Standards of attainment are well below average by the end of Year 2 and the end of Year 6. This is similar to the test results in 2003, where standards were very low at the end of Year 2 and well below national average at the end of Year 6. Pupils enter the school with standards well below average and there are a high percentage of pupils with SEN throughout the school. The good teaching and learning that were observed during the inspection have not, as yet, had sufficient time to make a positive impact. The low standards of attainment are mostly due to the insecure numeracy skills and the poor understanding of mathematical vocabulary shown by pupils. Throughout the school too many pupils don't know simple number bonds and don't have a good understanding of addition, subtraction, multiplication and division. These areas have been identified within the numeracy action plan and the school is using the National Numeracy Strategy and external support services to address these issues.
69. Even though standards are low, most pupils, including those with SEN, achieve well in relation to their abilities. There are times, however, when the higher attaining pupils could make better progress. When teaching assistants are in the classroom, they provide good support. There are some very large classes in the juniors, where teachers are planning for, and teaching, a wide range of ability. Because of this, the more able pupils have limited opportunities to extend their learning. However, in Year 6, there was a good example where higher attaining pupils achieved well whilst taught in a separate group. The group of eight were considerably

challenged when working with prime numbers. They had opportunities to solve problems and enjoyed the tasks they were set.

70. Teaching is good overall. Teachers have a good level of subject knowledge and understanding, and an appreciation of how the National Numeracy Strategy can be used to raise attainment. The planning is always clear and appropriate to the capabilities of all pupils. Good and very good teaching includes clear explanations and instructions, imaginative learning activities and a brisk pace to engage the interest of pupils so that they achieve well. The attitudes and behaviour of the pupils are very good and make a significant contribution to their learning and achievement. Pupils work hard and are productive; they co-operate well with one another. The provision for homework is satisfactory. Work in books is supportively marked, although many pupils do not have a good understanding of how to make further progress.
71. The leadership and management of the subject are being developed. There are sufficient resources, including equipment for investigation and problem solving, which are readily available. The co-ordinator has understanding of the strengths and areas for improvement and it is beginning to have an impact across the school. Planning is monitored and teachers are given the help they need to make changes to the teaching programme. A regular pattern of monitoring teaching and learning is developing. Assessment information is not yet used to set individual targets for improvement. Better identification of weaknesses in pupils' learning should ensure accurate pupil targets and help teachers address the needs of all pupils. This should have a positive impact on standards.

Mathematics across the curriculum

72. Pupils use mathematics as part of their work in other subjects and so are able to develop an appreciation of the practical use of these skills. For example, they use the organisation of shape and form in art to help make 2-D drawings and visualise 3-D shapes. In ICT, good use was made of a worksheet where pupils predicted outcomes and developed mathematical and investigational skills to complete a task.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and pupils learn well
- Standards are well below average in Year 2 and below average in Year 6
- Higher standards are achieved in understanding physical processes
- Recording of observations is affected by pupils' low levels of literacy

Commentary

73. Pupils achieve well below average standards in Year 2, although there are signs of slight improvements since last year's teacher assessments. Pupils are drawing and writing more regularly about their investigations, but the standard of their writing is still relatively low. Pupils' labelling of drawings is often inaccurate and their written or spoken observations lack precise descriptive words. Most pupils can speak about the conditions necessary for the growth and health of plants and animals, but their written work does not demonstrate the same level of knowledge. Pupils can successfully sort materials into groups. Their descriptions of the characteristics of materials are reliable and reflect the better standards pupils achieved in this area in last year's teacher assessments. Pupils' understanding of how devices work is often close to the level expected of the age range. They know that an electrical circuit has to be complete to light a bulb and many pupils can detect changes in the brightness of bulbs when the circuit is changed.

74. Pupils reach levels below average in Year 6. Standards are beginning to show an improvement on last year's national tests, especially in pupils' drawings and descriptions of physical phenomena. Pupils are particularly knowledgeable about the position of the sun and the earth's orbit around it. Pupils know the main organs of the human body, but the labelling of drawings is inaccurate. The majority know about changes to materials which are reversible or irreversible. The standard of pupils' work in scientific enquiry is showing definite improvement from a relatively low level. Pupils' observations are becoming more accurate and most have a good knowledge of the features of a fair test. Only the most able can make consistently reliable predictions. Last year's tests showed a small difference in the performance of boys and girls. Currently, they are achieving similar standards. There are differences in the performances of year groups. These are closely related to the levels pupils were achieving on entry and some cohorts of pupils have a significantly higher proportion of pupils with SEN than others. Pupils' achieve well in most lessons. Their achievements are notably better than at the beginning of the school year.
75. Pupils with SEN are making good progress. They benefit from the regular support of teaching assistants who have a very good understanding of the nature of their difficulties. Frequent prompting and encouragement ensure that pupils pay attention to the task in hand. The support they receive to help them to consider objects and changes during investigations is especially good. Pupils are well included in every aspect of lessons and teachers make sure they answer questions during whole class discussions. Their written work is seldom as detailed as that of other pupils, but its presentation shows improvement. Pupils' scientific drawings and tables are neat and show clear information.
76. Teaching is good. Teachers' planning is well linked to national recommendations. It provides a clear structure to lessons. The joint planning between teachers in the two classes in each year group ensures that each class receives the same lesson content. Teachers know the targets in pupils' IEPs well and consider this in their planning. There is always suitable work for pupils with SEN. There is less evidence of teachers planning for the needs of the most able pupils, who are not always provided with more challenging work; as a result, they sometimes only achieve at the level of the rest of the class. Teachers' subject knowledge is secure. They are aware of all of the major elements of the subject curriculum. They are increasingly using suitable scientific terminology in lessons, although pupils are slow to acquire this language often preferring to use more general and less specific expressions. Teachers know that more frequent scientific enquiry is helping pupils to observe materials more carefully. They demonstrate objects and processes well. Good use is made of the available resources for conducting experiments, although the relative shortage in the number of resources means that whole class investigations sometimes have to take place, rather than small group work.
77. Lessons start promptly with introductions which provide pupils with clear explanations of the planned activities. Pupils listen carefully and carry out instructions reliably. The very high expectations of behaviour ensure that there is an orderly atmosphere in lessons. Pupils move around the room carefully and handle resources with great care during investigations. They are quiet whenever adults speak to them, which helps teachers and teaching assistants to provide extra information for them during activities. Teachers ask good questions in a simple direct language which pupils understand. The vast majority of pupils are sufficiently confident to volunteer answers; a few are reluctant to make mistakes. The very good relationships between adults and children results in a cheerful and productive working environment. Any pupil in difficulty is quickly provided with support, even in the largest classes. Teaching assistants have a well organised system for recording the achievements of pupils with SEN. Any notable features are quickly recognised and contribute to a more long term record of pupils' progress towards the targets in their IEPs. For other pupils, the assessment of their progress is much less consistent. There are variations in the quality of marking. All work is marked regularly, but not all teachers show clearly how pupils could improve their work. A considerable amount of assessment information is collected, but how it is used varies between year groups. Some weaknesses in pupils' learning are overlooked.

78. The subject co-ordinator has a good idea of the improvements which are necessary to raise standards. A suitable action plan has been prepared, many of the elements of which will be introduced next year when the subject is an area of priority. At present, the co-ordinator does not have a full view of the strengths and weaknesses in pupils' learning across the school. She has only very limited time to liaise with other staff to discuss how teaching strategies could be improved and the curriculum developed further. However, the close link between the school's three year plan for improvement and the subject's action plan suggests that the school is well prepared for the next stage of development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well in relation to their abilities and language skills
- Teaching is good throughout the school
- Pupils are well supported by adults in the computer suite
- There are effective links with other subjects
- The subject co-ordinator has a clear vision for the development of ICT

Commentary

79. In Years 2 and 6, pupils' standards match those expected for their age. By age 7, most pupils use the mouse confidently and can log-on. In a Year 2 lesson, pupils used key words such as menu, browse and scroll down to seek information using a CD Rom. Higher attaining pupils use toolbars and menus independently to locate information sources. Less able pupils are helped by partners or adults in the ICT suite. They successfully found sources of information but found it difficult to read and interpret the text. Work in folders shows that Year 2 pupils can programme a 'roamer' to travel in different directions across a treasure island.
80. By age 11, most pupils achieve the standards expected for their age. In a Year 3 lesson, pupils open and read e-mails. With support, all pupils are able to add and send an attachment. Year 4 pupils use a screen turtle to draw mathematical shapes. They follow programmed instructions, predict what shapes would emerge and were excited when they predicted correctly. Pupils in Year 6 create multi-media presentations using PowerPoint. They create a fact-file about themselves importing pictures using clipart and photographs taken using the digital camera. Pupils particularly enjoy their work in the ICT suite. They use the computers confidently. Pupils are less confident talking about the applications of ICT in their daily lives. Pupils do not yet have access to control technology in Years 5 and 6, which has been recognised as an area for development.
81. Teaching is good throughout the school. Teachers have all accessed a national training programme and have good ICT skills, which are reflected in their teaching. Well-framed open questions challenge the pupils' thinking. Teachers use the whiteboard in the ICT suite to demonstrate and model new skills, often involving the pupils in leading the demonstration. The pupils understand and use technical terms in the course of their work. Lessons are well planned so that pupils build step by step on what they have previously learnt. Teachers explain clearly to pupils what they are aiming to learn. At the end of the lesson they assess the pupils' learning. In a Year 3 class, a pupil used the whiteboard to demonstrate that he had learnt to add and send attachments and the rest of the class prompted him when he was unsure. Lessons have a good pace. Pupils know what is expected of them. They enjoy the tasks and remain fully engaged.

82. Pupils with SEN are well-supported in the ICT suite by teaching assistants, the ICT technician and sometimes by other adults. They guide less able pupils through sequences of actions on the computer, ask questions to extend thinking and reinforce key learning points. They are able to help these pupils with the reading of on-screen information. This ensures that their weak language skills do not become a barrier to developing ICT skills.
83. The subject co-ordinator has a clear vision for the development of ICT. She has carried out a thorough audit of resources and has firm proposals for the purchase of software and interactive whiteboards. She has produced a strategic action plan, which includes immediate priorities and long term goals. She has plans to introduce a whole school assessment system, and to develop her own monitoring and evaluation role to impact on standards in the classroom.

Information and communication technology across the curriculum

84. ICT is used effectively to support learning in other subjects. Pupils use word processing and desktop packages to write in a range of forms. Pupils in Year 2 calculate the prices of biscuits as part of their work on healthy eating and record this on a spreadsheet. In a Year 4 class, they use a 'Teaching Money' programme to practise counting. Year 6 pupils access the BBC Newsround website to produce daily news reports for the class. Pupils use a range of art and music packages to support learning in these subjects.

HUMANITIES

History

The provision for history is **satisfactory**.

Main strengths and weaknesses

- Good teaching
- Standards are well below average in Year 2 and Year 6
- Good use of the local area as a resource

Commentary

85. Pupils achieve well in lessons. Over a longer period of time, their achievements are satisfactory. They reach levels which are well below average throughout the school. Pupils achieve best in their understanding of chronology and in their knowledge of facts. They have only a limited understanding of the causes of events and their effects. Pupils' writing reflects the low level of their literacy skills. They often struggle to use the correct descriptive words to explain their meaning.
86. In Year 2, most pupils can place events, objects and pictures in the correct historical order. Frequent practice means that they are familiar with timelines. They can match photographs of the seaside, for example, to dates by recognising the type of clothing and buildings. Pupils have a good memory for basic factual information. They can describe the main events of the life of a historical figure. They can explain why the Fire of London caused so much damage by referring to the materials used in building houses. Pupils enjoy listening to teachers' descriptions, but most are not yet at the stage where they can make more independent observations.
87. In Year 6, pupils' writing is well organised. They can describe the events which led to Henry VII taking the throne in the correct chronological order, but with little information about why he was able to succeed. Pupils' timelines are often detailed. They are able to identify the main events of the Second World War. They are interested in the effects of the war on families and children. They are able to write quite detailed descriptions of the main features of historical

houses, such as Burton Agnes Hall. Pupils with SEN make good progress, particularly in their oral accounts of historical events. Their drawing and writing have also shown improvement in neatness since the beginning of the year.

88. Teaching is good and helps pupils to learn effectively. Information is well presented to the whole class. There is good use of large timelines to help pupils associate key events with dates. This is particularly helpful for the less able and those with SEN, who would not be able to gain such a clear impression from reading books or worksheets. Teachers enjoy talking about historical events and this enthusiasm conveys itself to pupils. There is good use of dramatic performance to help pupils to develop an empathetic understanding of historical characters, such as those affected by 'The Blitz'. Teachers make good use of local pictures and photographs, which helps pupils to understand the stages of development of the seaside town. The management of pupils' behaviour is very good. All pupils are expected to listen quietly, to sit together sensibly and to move around the room carefully. They respond well to the clear guidance on this and good habits are now so ingrained that teachers rarely have to remind pupils how to behave.
89. Teachers' factual knowledge is reliable. They have less understanding about how to develop pupils' awareness of why people took the actions they did and the consequences of those actions. The subject co-ordinator's enthusiasm is reflected in the lively range of activities provided in lessons. She is very keen to increase the use of local resources and provide further trips to historical sites. At present, she is only able to monitor pupils' work across the school in a relatively superficial way.

Religious education

Provision in RE is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are not provided with the full range of experiences prescribed in the locally agreed syllabus
- Standards in RE are below the expectations of the locally agreed syllabus

Commentary

90. Due to timetabling arrangements, the teaching of RE was only observed in Years 4 and 5. Consequently, judgements of teaching and learning are restricted to these class settings. A scrutiny of pupils' work shows that standards are below the expectations of the locally agreed syllabus. In the lessons seen, pupils' achievement was satisfactory.
91. The locally agreed syllabus specifies that infants should be taught a programme that covers Christian themes and knowledge of one other principal world religion. For junior pupils, this is extended to a second world religion. The timetables show that each class is allocated sufficient time to meet these requirements. Although satisfactory plans are drawn up, the delivery of this content is patchy, with the result that across a year the curriculum provision is unsatisfactory.
92. Christian themes are taught regularly and are based strongly on the principle that God cares. Infants are told well known Bible stories based on the life of Jesus. They learn about a Christian celebration such as a wedding day and they are taught what it means to keep a promise. Juniors learn about special places in the Bible such as Bethlehem and special people such as St Francis of Assisi. Although Year 3 pupils have learned about a synagogue and those in Year 4 have been introduced to the Quar'an, written work from Years 2 and 6 did not include any evidence of pupils being made aware of other faiths. Neither infant nor junior age pupils are taught enough about the traditions and practices of other world religions.

93. Teaching satisfactorily addresses religious themes such as reflecting on the important message in the Bible story about the Prodigal Son. In a successful lesson for a class of Year 4 pupils, the teacher covered the concept of temptation well when teaching about Adam, Eve and the serpent. The pupils were challenged to consider in groups the developing situation from the viewpoints of each character. In each group a pupil took responsibility to act as the scribe. Some more able pupils felt Eve ate the apple "because the fruit looked delicious and she had never tried it before". The lesson provided good opportunities for pupils to practise their literacy skills.
94. Due to timetabling arrangements, no **geography** lessons could be observed during the inspection. Pupils' work was scrutinised and this shows that standards in Years 2 and 6 are well below average.
95. Teachers use nationally-recommended schemes of work. In Year 2, pupils learn about the geography of the world through the journeys of Barnaby Bear, the class teddy, who accompanies individual pupils on their travels. They conduct a study of the school locality within their topic 'At the Seaside'. In Year 6 pupils learn about places around the world, developing map skills and they conduct a local study on their residential visit to Wales. The output of the pupils is limited, which reflects their generally weak literacy skills. There is as yet no agreed assessment policy for recording pupils' progress.
96. As the subject co-ordinator has only taken on this responsibility since half-term, she is at the early stage of developing her role. She has drafted an appropriate action plan to review policy and planning, audit resources and acquire training in subject leadership. The school's curriculum manager has conducted a curriculum audit and plans to review continuity and progression in pupils' learning

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

97. In **Art and design**, too few lessons were seen to judge the quality of provision across the whole school. Evidence from work sampling shows that standards are below expectations by the end of Year 6. Pupils are creative in their painting and can comment about the quality of their work. However, they have limited techniques to draw on and limited knowledge of how colour, texture and line can be combined to create different effects. The work on display in one Year 2 class was of a higher standard and pupils appear to be achieving expected levels for their age in this class.
98. Teaching and learning observed in lessons were satisfactory. In a good lesson, pupils learned about use of symbols, line, colour and texture. They produced detailed plans for their own aboriginal-style map and were able to suggest how they could make it interesting by adding texture using different techniques and materials. There is a good range of art on display showing that pupils have the opportunity to experiment with different materials and processes, including painting, computer art, collage, printing, weaving and sculpture.
99. The co-ordinator had been in post for only one month. She has audited the range of provision but has not yet had the opportunity to monitor standards or quality of teaching. Action planning shows that she is aware of issues that need to be addressed and has made a good start in this direction. The main challenge is to ensure that pupils are able to develop their skills, knowledge and understanding consistently across the school in order to raise standards by the end of Year 6.
100. Only one **design and technology** lesson was observed during this inspection. There is insufficient evidence to make secure judgements on teaching, learning and pupils' achievement. Discussions took place with the subject co-ordinator and with pupils about their work. Pupils have taken home their finished products so that there is insufficient evidence to make a secure judgement on standards.

101. Teachers use recommended schemes of work. The time allocated to the subject is appropriate. Pupils enjoy the practical aspects. In Year 6, pupils enjoy making model houses. They discuss and design plans before making, and afterwards they evaluate the success of their final product. In Year 3, they make moving monsters out of a range of materials and complete planning and evaluation booklets linked to their product. The booklet provides opportunities for pupils to present their design process in a variety of forms including pictures, labels and more extended writing according to ability.
102. The subject co-ordinator is at the early stage of developing her role. With the headteacher she has rewritten the subject policy, which will be shared with staff. She has drawn up an action plan, which focuses on reviewing planning, auditing resources and developing the role of the co-ordinator.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils' achievement is very good
- Standards in singing are above expectations
- Teaching is very good

Commentary

103. Music is highly valued and this is reflected in the quality of teaching and the very good achievement of pupils across the school. Standards in the lessons observed were high and pupils were achieving above expectations for their age. Singing in assemblies is of high quality. Pupils have a good sense of rhythm and pitch and all join in with great enthusiasm.
104. Music is taught by two specialist teachers who have excellent subject knowledge and plan very well for the progression of skills. Good assessment informs planning and consequently, pupils achieve well. In Year 1, pupils are taught basic skills of performing and composing. From Year 2 onwards a thematic approach is used and this helps pupils to develop and review their skills in different contexts. The curriculum is well planned to give pupils opportunities to compose using tuned and untuned instruments and develop voice control and modulation. Pupils have good knowledge of musical terminology and show skill when combining musical elements of pitch, duration, dynamics and tempo.
105. The subject is very well led by a music specialist who teaches across the school. Action planning is of high quality and focused on raising attainment, broadening the experience of pupils and increasing the confidence and competence of staff across the school to enable them to integrate music into other subjects. Resources are well managed and a specialist music room enhances provision.
106. Provision has been further enriched through:
- visits to the school by musicians and an opera group during which pupils learned new skills and performed;
 - visits to York University where Year 6 pupils learned to play an Indonesian folk tune using traditional instruments;
 - a school choir which is open to all pupils;
 - an orchestra and recorder group.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are in line with expectations
- Pupils enjoy learning games and gymnastics
- Teaching is good

Commentary

107. In Years 2 and 6, pupils have reached the standards expected for their age. Most pupils in Year 4 attending swimming lessons have learned to swim a recognised distance; approximately half the pupils in the year group have achieved the 25metre distance award.
108. Pupils in Year 2 control their body movements to switch between light skipping and long stretching. They have learnt games skills, such as dribbling a ball around a marker, passing it accurately to a partner, controlling a bean bag with a hockey stick and hitting a sponge ball with a precise stroke. Pupils build on these skills well and by Year 5 can hold their bodies into arched bridging positions using balancing skills appropriate to their age. They enjoy the challenge of these activities and work hard to produce a smooth sequence of movement from one position to another. By Year 6, in dance, pupils enthusiastically engage in aerobics adjusting their body movements in response to the rhythm of the accompanying music.
109. Teaching is lively and challenging. In a very good lesson for Year 4 pupils, the teacher, well supported by a confident teaching assistant, challenged the pupils to blend their gymnastic movements into a sequence. The teacher skilfully assessed the quality of movements being produced and asked individual pupils to demonstrate their sequence to the others. Pupils enjoyed watching each other and applauded spontaneously in recognition of the good effort each had made. In Year 5, this approach is developed further when pupils begin to evaluate each other's work by making suggestions on how to refine their movement to achieve higher quality.
110. The very good pupil management and confidence teachers have in delivering physical education lessons impact positively on pupils' achievement. Most pupils are very well behaved and eager to acquire the skills being demonstrated by their teacher. A Year 4 pupil remarked, "The teacher wants me to stretch to feel my muscles and showed me how to finish properly". Pupils in Year 6 learn the 1940's dance "The Jitterbug" in a session that linked well with the period being studied in history.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The quality of the provision is **very good**.

Main strengths and weaknesses

- Very good integration of PSHCE into the life of the school
- Pupils' personal and social development is very good
- There are very good relationships between adults and pupils
- There are many opportunities for pupils to express their ideas and opinions in lessons

Commentary

111. The very good personal development of pupils is a notable feature of the school and the provision for PSHCE contributes strongly to this. The very good relationships between adults and pupils throughout the school underpin these strengths and help to create a harmonious school community.
112. The strong emphasis given to encouraging responsibility and independence is helping to promote the pupils' very positive attitudes and other personal qualities. All opportunities are taken to reinforce pupils' understanding of right and wrong. Pupils behave very well in lessons and around school. They develop interpersonal and social skills and often show kindness, thoughtfulness and tolerance to pupils who struggle socially. There is a very good level of co-operation between pupils with SEN and other pupils. All pupils are very well included in class discussions.
113. Teaching and learning are good. There are very good opportunities for pupils to share their ideas and to discuss matters of importance in depth. Teachers listen well and value pupils' ideas, encouraging them to extend their answers through such questions as 'Could you tell us why you think that?' Pupils are developing their ideas even though some have difficulty in expressing these in words. They assess their own understanding of these issues before and after discussions to confirm what they have learned.
114. Staff show commitment in addressing important issues. The Life Caravan visits the school and provides a stimulus for work on aspects of health education such as drug misuse and the dangers of smoking. There are strong links with the science curriculum in which pupils learn about eating a balanced diet and the importance of exercise. The subject co-ordinator, who has only recently taken on responsibility for managing the subject, has successfully introduced the sale of fruit at playtime and many pupils now choose fruit as a preference. She is enthusiastic and has many ideas for future developments.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3

Overall standards achieved	6
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
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	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3

The effectiveness of management	3
---------------------------------	---

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