

# **INSPECTION REPORT**

## **THORESBY PRIMARY SCHOOL**

Hull

LEA area: Kingston upon Hull

Unique reference number: 117822

Headteacher: Miss S Kennedy

Lead inspector: Mrs M Fitzpatrick

Dates of inspection: 26 – 28 April 2004

Inspection number: 258187

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	363
School address:	Thoresby Street Hull
Postcode:	HU5 3RG
Telephone number:	01482 342972
Fax number:	01482 492213
Appropriate authority:	Governing body
Name of chair of governors:	Margaret Crampton

## CHARACTERISTICS OF THE SCHOOL

Thoresby Primary School is situated in inner city Hull. It is larger than most primary schools, with 363 pupils between the ages of three and 11 years. Children join the school in the Nursery with attainments that are below the expected level for their age. There is a high percentage of pupils in the school whose mother tongue is not English (21 per cent), with 29 pupils at an early stage of fluency. The percentage of pupils who have special educational needs (22 per cent) is above the national average and there are 13 pupils who have a Statement of Special Educational Need, which is much higher than average. The percentage of pupils who claim free school meals is below the national average. There is a high level of pupil movement in and out of the school, reflecting the changes in the surrounding community and impacting on the stability of classes within the school. Overall, there is a turn over of about 25 per cent of pupils in year and in some classes this is as high as 40 per cent, which is much higher than usual. Despite the many challenges it faces the school has a very stable staff, most of whom have served the community for many years. It is proud of its cultural diversity, which it celebrates in many ways, and has developed excellent practices to ensure that it meets the wide ranging needs of its pupils – so that all are fully involved in what the school offers.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24326	Mrs M Fitzpatrick	Lead inspector	English English as an additional language
31713	Mr S Roberts	Lay inspector	
19897	Mr A Evans	Team inspector	Science Information and communication technology Geography History Physical education
22859	Mrs A Hivey	Team inspector	Mathematics Art and design Design and technology
20815	Mrs P English	Team inspector	Music Religious education Foundation stage Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Thoresby Primary is a **very effective** school. From a below average starting point, pupils reach the expected standard for their age and they are well taught. The headteacher provides excellent leadership in giving a clear direction for very good improvement in the school. The school's strategies for meeting the diverse needs of its pupils are outstanding; they produce an ethos in which tolerance, respect and care are paramount and in which the cultural diversity of the school is well celebrated. The school has considerable strengths, some of them outstanding, and very few weaknesses. Areas of relative weakness are being tackled through the school's current improvement plan. The school serves its pupils very well and provides very good value for money.

The school's main strengths and weaknesses are:

- In maintaining average standards for pupils overall, while admitting more pupils with special educational needs and English as an additional language to the school.
- Pupils' writing is not at the expected level, though improvement has been made, more is needed.
- The vision and excellent leadership of the headteacher; the very good leadership and management in the school and the excellent inclusion that is promoted.
- The good quality of teaching and learning and the high quality, rich curriculum provided.
- The very good provision for pupils' spiritual, moral, social and cultural development.
- The very good relationships and the very good teamwork which create a caring and secure learning environment for pupils.
- The good start given to children's education in the Foundation Stage.
- The good contribution that governors make to the development of the school.

The school is much more effective than it was at the last inspection and has made very good improvement since then. Standards have been maintained and achievement overall has improved, the quality of leadership, management, teaching and the curriculum have all improved significantly. Assessment procedures have improved very well and are used effectively to plan the next steps in learning. Provision for information and communication technology (ICT) and design and technology has improved and so have the standards attained by pupils. The school's rigorous self-evaluation procedures are successful in identifying areas of strength as well as priorities for improvement.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	D	C
Mathematics	C	A	C	B
Science	B	B	D	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with a similar percentage of pupils eligible for free schools meals.*

**Pupils' achievement is good overall.** Results in national tests in 2003 were in line with those of similar schools. School data shows that pupils who sat these tests and had attended the school since Year 1 made good progress by Year 6 in mathematics, expected progress in science and less than expected progress in writing. However, the overall performance of the school in these tests was depressed by the high number of lower attaining pupils who joined the school between Year 3 and Year 6, 10 per cent of whom joined two terms before the tests. Results in the national tests for Year 6 pupils show that improvement in pupils' performance has kept pace with the national trend of improvement, despite an overall decline in the level of pupils' attainment when they join the school and a doubling of the number of pupils who have English as an additional language. Pupils now in

Year 6 reach standards that are average in mathematics and science and are below average in English. In all other subjects pupils reach the expected standard, except in art and design where they exceed the expected level for their age. Standards for pupils in Year 2 are the same as Year 6 in all subjects. Pupils who have special educational needs and pupils with English as an additional language often exceed the targets that are set for them because they are very well supported in their learning. Children in the Foundation Stage achieve well and are on course to reach the expected level in all six areas of learning by the time they join Year 1.

The behaviour of pupils and their attitudes to learning are **good**. Their personal development is **very good** because of the **very high quality** of provision that the school makes for their spiritual, moral, social and cultural development. Attendance and punctuality are **satisfactory**.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**.

Teaching is good overall, with some very good and excellent teaching seen, particularly in mathematics, English, ICT, art and design and the teaching of pupils who have English as an additional language. Teachers make very good use of assessment procedures to plan activities based on what pupils need to learn next. Teachers and classroom assistants work very well together to ensure that pupils who have special educational needs or English as an additional language make good progress in lessons. In the Foundation Stage, teachers and classroom assistants have very good understanding of how young children learn and they plan very well to meet their needs.

The curriculum is very good across the school. It is well planned and provides broad based and exciting learning for pupils. Pupils have very good opportunities to use their basic skills in all subjects through teachers' carefully planned activities to help them consolidate these skills. The provision for activities outside lessons is very good, with a wide range of lunchtime and after school clubs for pupils to join.

The school provides very good care and guidance for its pupils, based on careful monitoring of their learning and close links with parents and carers. Pupils have good opportunities to comment on their school through the school council and in personal and social education lessons.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The headteacher provides excellent leadership for the school. She is very ably supported by members of the leadership and senior management teams to constantly improve the school. The governors make a significant contribution to the leadership of the school and to its development. They ensure that all statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have very good opinions of the school. They recognise how well teachers know and care for their children and are pleased with how well their children mature while at the school. Pupils have good views of their school, of which they feel proud. They feel safe and happy there and say that lessons are fun. They appreciate having the opportunity to suggest improvements to the school.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Follow its own comprehensive programme to raise standards in writing.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are at the national average in mathematics and science, for pupils in Year 2 and Year 6. In English they are below the expected level because of the difficulties some pupils have writing. Many have a limited vocabulary and little knowledge of grammar when they join the school and are slow to acquire this knowledge because English is not spoken in the home. Pupils' achievement is **good** overall.

#### Main strengths and weaknesses

- Children in the Foundation Stage make good progress and they achieve well.
- Standards in writing are below the expected level in Year 2 and Year 6.
- Pupils in Year 2 and Year 6 exceed the expected level in art and design.
- Pupils who have special educational needs achieve well and pupils who have English as an additional language achieve very well because their needs are very well assessed and met through very good provision.

#### Commentary

1. Children join the Foundation Stage with attainment that is below the level expected for their age. They make good progress in all areas of learning because they are well taught and cared for. Teachers and support assistants have a good knowledge of children's needs and are flexible in the arrangements that they make for children's learning, so that all are able to achieve their best. Very good assessment ensures that children's learning is well tracked. Teachers use this knowledge to plan activities that provide the correct level of challenge to keep the children moving forward. By the end of Reception, most children will achieve the goals expected for children at the end of Reception, but a significant minority will not especially in communication, language and literacy. This has a significant impact on their learning in Year 1, where they need additional support to help them cope with the demands of the National Curriculum.

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

Standards in:	School results	National results
reading	15.3 (15.8 )	15.7 (15.8)
writing	13.4 (14.1)	14.6 (14.4)
mathematics	15.3 (16.1)	16.3 (16.5)

*There were 38 pupils in the year group. Figures in brackets are for the previous year*

2. Results in the National Curriculum tests in 2003 for pupils in Year 2 were below the national average in reading and well below the national average in writing and mathematics. When compared with schools with a similar percentage of free school meals, these results are about average in reading and mathematics and below average in writing. The proportion of pupils who reached the higher level in the tests, was well above the average of similar schools in reading, above similar schools in writing and about the same as similar schools in mathematics. The teacher assessments made in science in 2003 indicated that the results were below the national average at the expected level (Level 2) and above the national average at the higher level (Level 3). The trend of improvement in test performance has been below the national trend over the last four years, reflecting the growing numbers of pupils who join the school with special educational needs or have English as an additional language and present a growing challenge to the school in meeting their needs.



3. Pupils in Year 2 are reaching the expected level in mathematics and science. This is because they are well taught, and because pupils who have English as an additional language or special educational needs are well supported in lessons to achieve well. Standards in reading are close to those expected for their age, while in speaking and listening, most pupils reach the expected level and a good number exceed it. This is because they are given many opportunities during lessons to use discussion as a way of learning through sharing ideas and developing their thinking. In writing, standards are below what are expected for their age overall. The high proportion of pupils with special educational needs or with English as an additional language, significantly reduce the overall standard in the year group. This is because they have not developed a strong enough understanding of grammar, nor is their vocabulary very extensive. Higher attaining pupils and those of average ability achieve well in the subject because they are well taught, are keen to learn and work hard. Pupils who have special educational needs and those who have English as an additional language achieve well because they are well supported by teachers' planning and the work of classroom assistants.
4. Pupils in Year 2 exceed the expected standard in art and design, because of the wide range of opportunities they have to work with different materials and because planning in the subject ensures that skills are well taught and applied. In all other subjects they reach the expected standard and show a keen interest in all they learn.

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

Standards in:	School results	National results
English	25.7 (27.2)	26.8 (27.0)
mathematics	26.7 (28.9)	26.8 (26.7)
science	26.8 (28.6)	27.4 (27.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

5. Pupils in Year 6 reach the expected standard in mathematics and they achieve well in the subject because they are well taught, learn through many practical activities and develop the confidence to use a range of mathematical methods. In science, standards are also at the expected level, again because of the good emphasis that teachers place on learning through practical activity and investigations. While standards in English are below the expected level overall, this is mainly because of the high proportion of pupils who have weaknesses in their writing, either because of special educational needs or because they do not have English as their mother tongue. In reading and speaking and listening, the vast majority of pupils are close to the expected level. They read with good understanding and are able to use talk effectively to develop and communicate ideas. Overall in these core subjects, pupils of all abilities achieve well and pupils who have English as an additional language often achieve very well because of the quality of specialist teaching they receive and their own capacity for hard work.
6. Pupils in Year 6 reach standards that exceed the expectation for their age in art and design. They are well taught, have very good opportunities to learn from visiting experts and know that their work is valued through the high quality displays that are made of it. In all other subjects, including religious education and information and communication technology, pupils reach the expected standard. Overall, their achievement is good and many pupils overcome significant barriers to their learning through well targeted and expert support to reach these standards. While writing is an area for further improvement in the school, teachers' make very good use of writing skills in all subjects which helps pupils to recognise the significance of writing as a learning tool. Teachers' planning to forge effective links between subjects is another factor which supports good achievement for pupils. Because of these they see how topics are related as well as having the opportunity through the rich curriculum to discover and develop their own interests and enthusiasms.

7. Children in the Nursery and Reception classes who have special educational needs make good progress in relation to their individual education plans and are enabled to achieve well over their time in the Foundation Stage. The outcome of detailed tracking of the attainment of pupils in infant and junior classes clearly shows the good progress made by pupils, with learning or behavioural difficulties or specific disabilities, in relation to the targets in individual education plans. Pupils achieve well in relation to the targets that are set for them as they move through the school and often do better than expected in national tests because of the very good provision that is made for their learning.
8. Pupils who have English as an additional language are very well supported in their learning and as a result they achieve very well. They receive high quality, well targeted specialist support, which allows them to gain a good knowledge of English so that they are able to learn effectively alongside their peers in lessons. Their teachers careful monitoring of their progress is used to plan for new learning and this is another significant factor in helping these pupils do well. National Curriculum tests show that pupils who have English as an additional language often achieve better than expected results because of the high quality provision that is made for them.
9. The school sets ambitious but realistic targets for pupils in national tests. These are based on very detailed up-to-date knowledge of what pupils know and can do. The school reaches or exceeds its targets in these tests because of the excellent inclusion practices which all enable pupils to achieve well.

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

Pupils' good behaviour and attitudes to school assist their learning and contribute to the standards achieved. The high standard of provision for pupils' moral, social, cultural and spiritual development enables them to build very good personal qualities. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- The school council provides pupils with the opportunity to show enterprise and responsibility.
- Pupils' very good relationships with staff and each other are the key to the friendliness of the school and its family atmosphere.
- The school is successful in developing its pupils' moral awareness and social skills.
- Behaviour is good around the school because of high staff expectations and positive management.
- Attendance levels are consistent but remain slightly below national average.

### **Commentary**

10. Pupils demonstrate good attitudes to school, their work and one another. There is a strong ethos of valuing individuals and pupils show concern for each other. Pupils are keen to come to school and play a full part in its life, including the activities that take place outside the normal day.
11. Support for the personal development of pupils with special educational needs is central to the very good provision for these pupils. As a result most of these pupils are confident and eager to be fully involved in all school activities and their attitude to school is equally positive. This makes a considerable contribution to their learning and achievement.
12. Most pupils respond very well in lessons and are generally attentive, confident and highly motivated learners. This was most evident in the response of pupils from the oldest to the youngest. These pupils are highly attentive, enthusiastic and willing participants who rarely need to hear things twice and are quick to organise themselves during classroom tasks. Clear systems are in place to manage and improve the behaviour of a small minority of pupils, ably

assisted by the use of the Pastoral Support Plan and liaison with the White House Behaviour Unit.

13. Relationships within the school are very good. Pupils respect their teachers and learn from them to be kind, polite and courteous to each other. They grow in confidence from the knowledge that their work will be valued in school. Pupils benefit from the strong teamwork of the stable teaching and support staff. They learn from them to be helpful to others and to respect others' viewpoints. In a Year 2 science lesson, pupils worked in pairs giving guidance and advice to each other in an effort to refine and perfect a fair and true measurement record for parts of the body.
14. The school is very effective in developing pupils' self esteem and building up their confidence as learners. This has especial benefit for pupils with special educational needs and those from different ethnic groups. Older pupils provide an opportunity for children from the Reception class upwards to contribute to school life through the school council. These openings develop pupils' maturity and promote consideration for others. Social development is also well promoted in lessons where pupils work collaboratively, taking turns in discussions and sharing ideas and resources.
15. Pupils are given numerous opportunities to learn about their own culture through visits to theatres, museums and other places of local and historical interest. Through these visits and some lessons in music and art pupils recognise and appreciate their own culture. Since Hull celebrated the 700<sup>th</sup> anniversary of the Royal Charter in 1999 the school has held an annual 'Kaleidoscope' event as a celebration of the diversity of its community. With visitors from the Caribbean, Africa, India and many other countries the school has been able to link other cultures with a broad range of curriculum activities in a cross curriculum way. Throughout the school, display suggests that one is living in a multi-cultural society.
16. There is a positive supportive ethos throughout the school. Moral issues are addressed in lessons and in circle time, where teachers really make pupils consider the outcomes and consequences of actions. The result is that from an early age, pupils develop a clear understanding of right and wrong. Pupils are encouraged to help and support each other and there is a strong sense of community. School and class rules reinforce the moral code for behaviour. Pupils displayed sensitivity to moral and social issues in their contribution to the local community in the school's recent centenary publication.
17. The school has a strong, caring ethos that genuinely reflects the aims of the school. In practice, there are many and various opportunities for reflection, discussion and debate. Discussions in many subjects help pupils to develop an awareness of the less tangible things in life such as friendship and families. The enthusiasm for the songs they sing, strengthens the spiritual dimension of assemblies. Pupils in Year 5 and Year 6 are familiar with a diverse range of religious beliefs, which include Buddhism in Sri Lanka, Hinduism in South India, Judaism in Ukraine and Sikhism in North India.
18. The personal development of pupils is one of the strengths of the school. Pupils are encouraged to reflect on the diversity of the world around them and take part in music and art events in the local community. Strong emphasis is also given to developing pupils' confidence and personality through regular discussion time where pupils build on interpersonal skills and have the opportunity to raise any issues of concern. From an early age pupils are expected to take responsibility for their learning and work hard towards targets that are set for them. Teachers plan a good range of responsibilities within the classroom, so that all pupils make a contribution to the smooth running of their class. A school council meets every two weeks, discusses proposals and has been directly involved in the planning of the playground and the schools' healthy eating programme. By Year 6 pupils are independent, confident and well prepared for the challenges of the secondary school.

***Attendance in the latest complete reporting year***

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

19. Attendance is satisfactory overall. Current attendance levels show little change since the last inspection. Unauthorised absence is slightly below national average and compares favourably with similar schools in the authority. Computerised attendance data is used effectively to monitor individual and group trends of absence. The Education Welfare Officer regularly visits the school to scrutinise the attendance registers and arranges home visits, if necessary. Although punctuality of most pupils is generally good, a minority arrive after the start of lessons. Although in most cases they are only a few minutes late, it does disrupt an otherwise smooth start to the day. There have been no exclusions in the current academic year.

### ***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	258	0	1
White – any other White background	10	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	8	0	0
Asian or Asian British – Bangladeshi	21	0	0
Chinese	2	0	0
Any other ethnic group	12	0	0
No ethnic group recorded	3	0	0

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **very good**. Teaching is good overall, leading to good learning and good achievement for pupils. Pupils are provided with a rich curriculum and their needs are well known to their teachers through the careful monitoring of learning.

### **Teaching and learning**

Teaching and learning are **good**. Assessment is **very good**.

### **Main strengths and weaknesses**

- Teachers make very good use of assessment to offer demanding but attainable challenges to all.
- Teaching in mathematics and science places very good emphasis on practical activities and problem solving so pupils are able to overcome barriers of weak language skills.
- Pupils' natural curiosity and enthusiasm for learning are well directed through teachers' skilful planning so they are supported to achieve well.

- Teaching in the Foundation Stage is firmly based on very good assessment of children's needs.
- Time in lessons is very well used; learning support assistants are very effectively used to support learning.

## Commentary

20. The quality of teaching has improved since the last inspection. It is now good overall, with a high proportion of very good or excellent teaching. The improvements in the quality of teaching are in part due to the recruitment of new staff, but are mainly the result of very good improvement to curriculum planning and well targeted professional training for teachers and support staff. The school's very effective self-evaluation procedures have played a key role in discovering and sharing good practice as well as in identifying the training needs of all staff. The impact of improvements to teaching is seen in many aspects of pupils' learning. Their attitudes are very positive, their confidence and self-esteem are high and they quickly develop independence in their learning.
21. In the Foundation Stage, children settle quickly to the demands of learning because they have clear routines and are encouraged to make choices about their activities. Teachers provide a good range of activities from which children learn and the interventions, that they and support assistants make, ensure that children move forward well in their learning. Very good assessment and tracking of children's learning help teachers to plan effectively for the next steps in learning for each child so that time is well used and activities build well on the children's enthusiasm.
22. Teachers' subject knowledge is strong across the curriculum. Monitoring of teaching and learning by subject co-ordinators has allowed them to develop teachers' subject knowledge and expertise so that they are able to make good use of this in their teaching. Teachers make good use of questions during lessons, taking care to direct these at different pupils to assess their learning and to develop their thinking at an appropriate level. They make correct use of subject terminology, so that pupils learn to use this naturally in their speech and writing. For example, Year 2 pupils were able to use the words *prey* and *camouflage* when talking about animals in their habitats during a science lesson. All teachers promote learning well through carefully managed question and answer and discussion during lessons. They are adept at managing discussions at different levels, so that pupils of all abilities have the chance to contribute and feel valued.
23. Teachers in all classes make good use of practical activities to promote good learning for pupils. In science lessons, pupils are given frequent opportunities to develop predictive skills and to make careful observations and recordings of what they see. By relating these activities to real life situations teachers draw pupils more closely into learning. A good example was seen in Year 6, where pupils learning about friction discovered how this could be of use to a local dance group in deciding the surface of their floor. Teachers are equally keen to present pupils with real problems in mathematics lessons. In a lesson where teaching was very good, Year 5 pupils applied their skill of estimating and rounding to assess the attendance at different matches in the football league. During this session, pupils were thinking fast and moved forward quickly in their learning. The challenges that were set engrossed them, ensuring that they made very good use of the time available.
24. In many lessons teachers make imaginative links between subjects, which enhances pupils' learning by allowing them to see how one thing impacts upon another. For example much use is made of information and communication technology to research information for history and geography; it is also used to prepare early designs for artwork and to use spreadsheets to calculate income from the school fayre. Teachers are careful to plan the use of literacy, numeracy and ICT skills in other subjects so that pupils practice and consolidate these skills. Teachers make very good use of visits to develop pupils' understanding of the world around them. Visits to local museums, art galleries and the port of Hull are all used to help pupils understand the value of linking ideas and learning beyond the classroom.

25. All teachers make very good assessments of pupils' learning. They keep careful records, so that they are able to track pupils' progress accurately. Since the last inspection, teachers have improved their knowledge of National Curriculum levels in subjects because of the high quality lead given by subject co-ordinators in providing portfolios of pupils' work which exemplify these levels. They make very good use of their knowledge of learning to plan what they should learn next and to set short term, explicit targets for pupils. Teachers also use this knowledge of their pupils most effectively in their direct teaching when they ask questions or set tightly timed tasks to concentrate pupils' thinking. Because teachers have such good knowledge of their pupils they are alert to any difficulties they encounter and this enables them to provide additional support wither as an individual education plan, from a learning support assistant or with specially adapted tasks to help a pupil overcome the difficulty. The quality and rigour of teachers' assessment is central to the school's excellent inclusion practices and provides the information that the special educational needs and English as an additional language co-ordinators need to provide prompt and effective intervention strategies. Assessment of pupils with English as an additional language is sharp and ensures that these pupils are provided with language development teaching rather than special needs support. Only a small proportion of EAL pupils also have special educational needs. Assessment is used to devise individual plans that ensure pupils systematically build on what they already know, understand and can do. These plans are specific to each pupil's needs, are measurable and achievable within an appropriate time.
26. Learning support assistants are very well trained and deployed. Support assistants give very good support to pupils who have difficulties with literacy. They have good teaching strategies and firmly place responsibility for completing work with the pupils, thus developing their independence and self-esteem. Across the school, teachers and support staff have a very effective team approach ensuring that pupils with special educational needs are well planned for and enabled to make best progress in whole class and independent learning activities. For example, a visually impaired pupil, with the help of a support assistant, was able to be fully involved in survey work using an Ordnance survey map by using a magnifying machine. Pupils with learning difficulties were able to understand the activity through extra guidance from the teaching assistant and recorded their findings through a suitably adapted work sheet. The management of pupils who have emotional and behavioural difficulties is very effective. Learning support assistants are skilled at managing pupils who have emotional or behavioural difficulties, enabling them to be taught alongside their peers while learning how to manage their own behaviour. The consistently calm, discrete, yet firm approach of all adults enables pupils to make best progress. The high quality relationships built between all pupils and the adults who work with them is particularly supportive for those pupils with special educational needs. Teachers make very good provision for pupils who have English as an additional language. They work closely with the visiting specialist teacher, taking advice and planning alongside her when necessary. Teachers make good use of peer support for these pupils and are careful to place them with pupils of similar attainment so they work on tasks together.

### **Summary of teaching observed during the inspection in 54 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	12 (22%)	22 (41%)	18 (33%)	0	0	0

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

### **The curriculum**

The overall quality of the curriculum is very good. It is well planned and greatly enriched by visits and visiting experts. Learning resources are satisfactory and are used well to support learning. The accommodation is satisfactory; it is very well cared for and used very effectively for teaching whole

classes and small groups. The quality of display is very high and makes a very good contribution to pupils' attitudes to learning and their self-esteem.

### **Main strengths and weaknesses**

- There is a rich and varied curriculum which helps pupils to achieve well.
- There is good use of a large number of visits and experts visit the school to extend the pupils' and the teachers' knowledge and understanding.
- Support staff make a strong contribution to pupils' learning.
- Teachers very good use of literacy and numeracy skills in other subjects and they make good links between subjects.

### **Commentary**

27. The curriculum is broad and covers all subjects of the National Curriculum, meeting statutory requirements in everything except the number of hours pupils in Years 3 to 6 are taught. This is slightly below the recommended minimum. The school has recognised this and is beginning to review ways of extending the teaching time for pupils in the juniors. The teaching of religious education follows the locally agreed syllabus. Since the last inspection the provision for design and technology and information and communication technology has improved and pupils now have greater opportunities for learning in both subjects. Pupils now receive their statutory entitlement in these curriculum areas.
28. The curriculum meets the needs of all of its pupils very well. Curriculum planning is based on the national frameworks for literacy and numeracy and national guidelines are used appropriately for other subjects. Teachers' planning takes good account of the diverse needs of pupils in each class and their very good use of assessment ensures that they provide pupils with the appropriate challenge and support to achieve well.
29. Pupils in the Foundation Stage have a well planned curriculum, which is firmly based on national guidance. The teachers provide a wide range of interesting and exciting activities for children who quickly become absorbed in them and develop the confidence to make choices about what they will do. Very good assessment underpins the provision, so that all children are provided with the correct degree of challenge to allow them to succeed and move forward at a good rate.
30. There is a clear commitment to ensure that pupils with special educational needs and those who have English as an additional language (EAL) have access to the curriculum offered to all pupils. The provision for these pupils is very good. Assessment procedures ensure that pupils experiencing difficulty in learning or managing their behaviour are identified promptly. Teachers use well considered adjustments to the national strategies for numeracy and literacy to best fit individual needs. Resources for learning well prepared by teachers who ensure that they support pupils to work on the same topics as others in the class. The school has a register for gifted and talented pupils who are provided with additional opportunities in and out of school.
31. Literacy and numeracy lessons provide good opportunities for pupils to develop basic skills. Teachers ensure that links are made between subjects to improve and consolidate pupils' learning. Writing and speaking and listening opportunities are extensive across the curriculum. Mathematics is used well in other subjects. For example data handling skills are used well across the whole curriculum. For instance, pupils sorted materials into sets in science and have explored symmetry in art in Year 2.
32. There is a strong focus on planning for the arts which are celebrated and explored in the school's Kaleidoscope Project. This two week project celebrates the school's cultural diversity and draws in artists, musicians, dancers and writers from many cultures and countries. The quality of work produced by pupils during this project is of a very high standard. The older pupils' very good recall of their experiences almost a year ago demonstrates how memorable

their learning was. Pupils have opportunities to join the school choir and the school orchestra who give school and community performances. There is a wide range of instrument tuition available in the school and pupils have the opportunity for ensemble performance both in and out of school.

33. The school works extremely hard and goes to great lengths to provide first hand experiences, such as the Tudor Banquet in Year 5, which enrich the pupils' knowledge and understanding of topics, both during and after the school day. Pupils speak enthusiastically about their work in the environment club and of their prize for collecting the most litter in Hull. The famous person in their history scheme is Amy Johnson, because she came from Hull. Pupils are taken to a museum nearby to see her flight bag and goggles. The docks at Hull are used well during their work on fishing in geography. Visits are extensive throughout the school. Good use is made of the local area including the Spring Bank Cemetery Trail, Avenues Victorian Conservation Area, Pearson park, local shops and the neighbourhood library. All of these well planned experiences making learning vivid for the pupils, who develop wide ranging interests as a result.
34. Visitors are invited to the school to talk and work with the pupils. Theatre groups come to the school to enrich history topics or explore issues such as bullying with the pupils. A link is made with Hull Sports Development to assist with coaching and the organisation of sport within and outside the school day. Representations from local churches and some community services help pupils become aware of the needs of others and encourage caring attitudes. This enrichment makes a positive contribution to pupils' spiritual, moral, social and cultural development. Activities outside the school day are extensive in the juniors and less so in the infants. The school are tackling this by successfully offering a six week Ju-Jitsu taster session for both Year 1 and 2 which will be repeated.
35. The accommodation has been enhanced recently by the ICT suite, which is an asset. The school takes a great pride in their environment and use their accommodation well. It is spotlessly clean throughout. The lack of outdoor provision for pupils in Reception means that opportunities for physical development are limited. Resources are adequate and are used well. In mathematics the best resources were made by the teachers themselves. In art and design the limitations of space and storage limits the creation of large sculptures. There are enough staff to meet the needs of the curriculum, teachers and support staff are very well deployed to give the best support for pupils' learning.

### **Outstanding Practice**

#### **The school makes excellent provision to ensure all pupils' needs are well met.**

The school's systems for ensuring equality of opportunity for each child are based on a clear and very well articulated vision of how access to meet individual needs is achieved. All pupils and their parents are considered in written policies which underpin the school's excellent practices. Each group in the school community is acknowledged and their special needs and interests are recognised. All staff in the school support the inclusion policy fully and have high ambitions for every child. Because of this philosophy and these practices, the school responds flexibly to individual needs, often going to great lengths to provide training for staff to help them support children to achieve their best. Across the school, there are numerous examples of children who have been supported to overcome barriers to their learning and have developed confidence and self-belief because of the way the school treats every child as an individual.

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

The school makes very good provision for the pupils' care, welfare and safety. There is very good support and guidance for pupils' academic and personal development.

### **Main strengths and weaknesses**



- There are good procedures in place to meet the personal and emotional needs of individual pupils.
- The very good induction arrangements enable pupils to settle quickly into school.
- Very good care is taken of the pupils with special educational needs, which enables them to participate fully in all aspects of school life.
- Health and safety is given high priority but risk assessment needs to be more rigorous.
- The school fully complies with the local authority child protection guidelines.
- Teachers get to know the pupils and many of their families well.

## **Commentary**

36. The provision for ensuring pupils' welfare is very good. Parents value the secure and happy environment in which individual pupils' well being is effectively promoted. Teachers and school staff work hard to get to know the pupils and many of their families well and are able to give them good support and guidance. This is especially important with the increasing number of ethnic group children attending the school.
37. Teachers are exceptionally sensitive to the needs of those in their charge, being fully aware of their physical, emotional and intellectual requirements. The trusting relationships, which the pupils therefore enjoy give them confidence to share any concerns and help them cope with the problems that arise in everyday life.
38. The senior management team and governors have taken a responsible attitude to health and safety and have produced high quality documentation explaining its procedures. The nominated representative carries out regular routine checks of the premises, records details of findings and ensures that appropriate action is taken. However, there is insufficient focus on risk assessment of out-of-school activities. There are no outstanding issues that might constitute a hazard to pupils and the general condition of the building and grounds is good. The security of the school during the inspection was of high standard.
39. Child protection procedures are well known to staff and there is strict monitoring of pupils in accordance with the Area Child Protection Committee's recommendations. All staff are issued with good written guidance about their roles and responsibilities and they have been appropriately trained to observe signs of abuse or changes in personality and behaviour. Should a child disclose information there are clearly agreed protocols with the appropriate outside child support agencies. There are good arrangements for emergencies and first aid, again underpinned by clear procedures.
40. The school is keen to ensure the general health of pupils and has encouraged healthy living by participating in the Healthy Schools initiative. The reaction to this recently introduced programme is monitored through the school council who feedback comments to senior management.
41. The school effectively acknowledges pupils' achievements both academic and behavioural at various times throughout the year, including celebration assemblies. Teachers make very good use of their assessment of pupils' learning to plan appropriate challenges for them. They keep records of pupils' achievements in and out of the classroom which move through the school with pupils, so that teachers who receive them have a good knowledge of their needs. The careful assessment of pupils needs, especially those who are on the school's special educational needs register, is central to the school's aims to provide the best support for all pupils to achieve their potential. The care with which individual education and behaviour plans are prepared, illustrates this well. For example, while the school has a number of pupils who have behaviour problems, the strategies used to support them are very specific and differ from pupil to pupil. Pupils develop class rules and their ideas are respected by teachers and appropriately acted upon. The proposed friendship buddy system is a pupil requested initiative to support the growth of pupils self esteem.

## Partnership with parents, other schools and the community

Partnership with parents is **good**. Links with other schools and the community are **good**.

### Main strengths and weaknesses

- The support given to home-school agreement contributes to pupils' learning at school and at home.
- The links with parents are good and parents have very positive views of the school.
- The quality of information provided for parents is very good.
- The school has established many links with the wider community, taking every opportunity to enrich pupils' learning.
- The liaison with receiving secondary schools is good and links with other schools are effective.

### Commentary

42. Parents who responded to the questionnaire or who attended the pre-inspection meeting have very positive views of the school and its activities. The partnership with parents is generally good with some aspects having been significantly improved since the last inspection. The school takes a deep interest in the home life of the pupils, and plays an important part in the life of the community. Parents in turn support their child's learning very well at home and reinforce the values that are taught.
43. The quality of information provided for parents is very good and they express appreciation for being kept well informed. Parents receive regular newsletters, which contain details of school activities, dates for the diary and progress reports on school action plans. The content of the prospectus has been reviewed and includes all the statutory requirements. The governors' annual report to parents is now combined in a single booklet with the prospectus. The informative document includes references to the current development plan and academic achievements. Pupils' achievement records include valuable guidance on areas for improvement.
44. The school provides three formal opportunities during the year to discuss the curriculum being taught and their child's progress with the class teacher. The response to these invitations is very good with over 80 per cent consistently attending. Additionally, any parent with a concern or query can arrange a meeting at any time to discuss any issues with the class teacher or headteacher.
45. Where pupils are identified as having special educational needs parents are informed promptly and encouraged to work alongside the school to best ensure their child's progress. The individual education programmes are shared with parents. Because the targets are specific and measurable, parents can help and regularly both parents and pupil can recognise and celebrate the progress made.
46. Parent's views are generally obtained through regular informal contact with the school or through the strong representation of parent governors. A few parents are keen to re-establish the parent-teacher-association, whilst others have expressed an interest in attending adult literacy and numeracy schemes to further support their child's learning. Previous attempts have failed due to lack of parental interest. Many parents do, however, help in the classroom, providing valuable support with arts and crafts, science, computers and listening to readers.
47. Very good links are established with receiving schools and a specialist unit with expertise in supporting pupils with special educational needs. The work of Thoresby Primary School is held in high regard by these institutions and by the Local Education Authority Special Educational Support Services, who work closely with the school to support pupils and capture good practice for dissemination in other schools.

48. The school is keen to involve the outside community in the school and often invites senior citizens to attend concerts. Close links have been established with local churches with ministers attending assembly. During the school's celebration year former pupils, teachers and civic society members had extensive involvement in the activities. The school's participation in the Wyke Learning Transitions 3-19, a three-year project for Years 5 and 6 with other schools, colleges and the university is proving beneficial. Good links are established with Kelvin Hall comprehensive school ensuring that the transfer of Year 6 pupils is smooth and efficient.

## LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **excellent**. Leadership and management of key staff in the school are **very good** overall. The governance of the school is **good**.

### Main strengths and weaknesses

- The excellent leadership of the headteacher is providing clear direction and inspiration for a school in challenging circumstances.
- There is very strong teamwork and shared vision, which have enabled the school to make very good progress since the last inspection.
- There is very good leadership and management of special educational needs provision and the provision for pupils with English as an additional language.
- Very good self-evaluation procedures and the development of good practice.
- Very good professional development for all staff in the school.

### Commentary

49. The headteacher provides excellent leadership for the school. Since the last inspection, she has transformed key aspects of the school through a series of well-planned and carefully executed developments. Improvements to the management structure of the school have been central to the many very good improvements the school has made to curriculum provision, the quality and use of assessment procedures, the quality of teaching and learning, provision for pupils with special educational needs and for pupils who have English as an additional language. She has provided excellent guidance for all staff to support her vision to provide the very best inclusion practices so that all children are well supported in their learning. Her high expectations for pupils have ensured that standards have been maintained since the last inspection against a background of falling attainment on entry to the school, a significant increase in the number of pupils who have English as an additional language and an increase in the number of pupils who have emotional and behavioural difficulties who join the school from other schools. The headteacher has developed very good links with other learning institutions in order to draw in support for pupils' learning as well as to allow staff to share good practice. For example, in the last school year, learning support assistants were seconded to a special school to support pupils from Thoresby and to learn new strategies for managing the behaviour and learning of pupils with specific learning difficulties.
50. Together, the headteacher and senior management team provide very good management for the development of the school. They have devised and implemented very thorough and comprehensive systems for monitoring the work of the school. These developments have been very well managed through a measured pace of change and thorough consultation. Teachers and support staff are fully involved in the process of change; the high dedication and professionalism of staff has been a major factor in the success of improvements and has ensured a high standard in all that has been achieved since the last inspection. By involving staff in the school's self-evaluation, the leadership team has provided very good opportunities for their professional development as well as winning their full commitment to the school's aims. Overall, the leadership and management of key staff are very good.
51. Subject leaders play a significant role in identifying and leading improvements, notably in assessment, analysis of learning and enriching curriculum provision. They are thorough and

rigorous in their monitoring and evaluation of standards and teaching in their subjects. This, together with the very high level of teamwork in the school, ensures ideas and suggestions are quickly translated into practice and results shared.

52. The management of the provision for pupils with special educational needs is very good. It demonstrates well the governing body's commitment to inclusion and the team approach being developed in the school. The co-ordinator effectively monitors the progress and achievement of these pupils and evaluates the quality of provision for these pupils in order to identify areas for improvement. The governors with special interest in this area of provision are well informed and are a major support to ensuring the quality of provision for these pupils meets the recommendations of the Code of Practice. The management of provision for pupils with English as an additional language is very good. Pupils' language fluency is assessed early and very good tracking systems are in place to ensure that they make very good progress in their language acquisition and use, both in the classroom and in the small withdrawal groups, where they benefit from very high quality intensive teaching.
53. The organisation of support for these two groups of pupils is excellent, ensuring that staff time is maximised for the benefit of pupils' learning. The school uses funding allocated to these groups very efficiently and effectively and supplements funding from its own resources.
54. Provision for the professional development of all staff in the school is very good. Embedded in the school's monitoring procedures are systems for identifying both individual and whole school training needs. The school uses a variety of methods to meet these needs including in-house expertise, local education authority support and visiting specialists who run courses. The school has been very successful this year with its graduate training programme, which it hopes to extend next year. Learning support staff are well trained and expert in teaching literacy skills and in behaviour management. All staff are set performance targets which relate to the school's priorities and are assessed annually so that further training needs can be identified. Through its thorough and careful planning for the professional development of staff, the leadership team acknowledges their value and importance in continually improving the school.
55. The governors have a good knowledge of the school through the variety of monitoring activities that they undertake and their involvement in the life of the school. For example, some governors give support in school and others join the annual residential visit with Year 6. They are very well trained and have a good understanding of the responsibilities of their role. They are well aware of how the school has improved, of the changes to the nature of its intake and what strategies have been implemented to manage this. They ensure that all statutory requirements are met and that the school's policy for race equality is very well implemented. The school budget is very well managed with very little surplus accruing. Spending has been very effective in improving the quality of the indoor environment so that it is very good and in providing very good levels of adult support for pupils' learning. Governors are able to monitor the impact of spending decisions very well, because of the school's very thorough self-evaluation procedures. They ensure that the school gets best value in what it buys and in its deployment of staff in the school. The school administration is efficient and very effectively supports the smooth running of the school.
56. Changes within the local community have led to changes in the nature of the school's intake in recent years. The movement of pupils in and out of the school has increased significantly and is about 25 per cent of the school's population, with some classes experiencing as much as 40 per cent turn over in a year. There has been a significant increase in the number of pupils joining the school who have English as an additional language, and this too creates barriers to pupils' learning that the school works hard to overcome. The number of pupils who have Statements of Special Educational Need has also increased significantly since the last inspection. Pupils currently in the school with Statements, have diverse and wide ranging needs – specific learning difficulties, emotional and behavioural difficulties, physical needs and visual and hearing impairment. The school meets the needs of all of these pupils and those whose mother tongue is not English very well indeed. Skilled support and rigorous tracking of

their progress provides the conditions for these pupils to make at least good and often very good progress. The school's approach and effectiveness in managing inclusion are excellent. The stability of staffing is an aid to the school overcoming barriers to learning. This and the good health of staff ensure that pupils have continuity in their teaching which impacts positively on the progress they make.

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

Income and expenditure (£)	
Total income	1,040,408
Total expenditure	1,047,355
Expenditure per pupil	2,707

Balances (£)	
Balance from previous year	35,346
Balance carried forward to the next	6,948

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

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

The provision for children throughout the Nursery and Reception classes is **good**.

57. Children normally enter Nursery in the term after they reach their third birthday. Whilst, on entry, the groups show the full range of stages of development the overall attainment is below that expected for their age. This is mainly because within each group there is a significant minority of children whose language is not sufficiently developed as, for example, those children for whom English is not their first language.
58. The good management of the provision for these children enables them to make good progress and achieve well in the development of communication, language and literacy skills and mathematical, personal and social development, knowledge and understanding of the world and in physical and creative development. Most children in the Reception class are on target to attain in line with the skills expected for children of this age in all areas of learning, but a significant number will not.
59. Teaching, in both the Nursery and Reception classes is good overall. This represents improvement since the previous inspection. The setting of clear learning objectives for each session which are known to all staff is a strength of the teaching. A good learning environment is organised to provide a range of purposeful activities. The good balance of adult-directed and self-chosen tasks to which children can return to explore or to practise skills enables children to systematically build on what they know, understand and can do. Detailed assessments made on entry, and continued throughout the Nursery and Reception classes are used in the planning of learning experiences to meet the particular needs of all children. This makes a significant contribution to the good achievement of all children and their readiness to make the transition to the work of the National Curriculum at a time best suited to each child.
60. Teachers and support staff have a good knowledge of the nationally agreed curriculum for children of this age and the 'stepping stones' to be achieved prior to attaining the goals children can be expected to reach by the end of Reception. This ensures children have access to a broad range of practical learning experiences. Resources are good but, currently, children in Reception classes have no access to a secure and appropriately equipped outdoor area and this has a limiting effect on the quality of provision for vigorous physical and creative development. However, the school has planned a major re-organisation of accommodation and refurbishment of the Nursery secure area to improve the provision for all children.
61. The co-ordinator manages the provision well. She is developing a very effective team committed to providing a practical approach to learning. There is a shared understanding of what constitutes good quality provision and how best to achieve it. A useful action plan is in place to improve the accommodation, improve assessment skills further and extend the day to day links between the reception classes and the Nursery.

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

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

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

- Good induction procedures are in place.
- There is a clear commitment to developing positive attitudes to learning.

#### **Commentary**

62. A high priority is placed on development in this area and most children reach the expected standard by the end of Reception. The well organised induction procedures, links with pre-school provision and continuing contact with parents ensure that children enter with a good measure of confidence. The wide range of purposeful activities using attractive resources and well-judged teacher intervention encourages children to collaborate, sustain interest for an appropriate time and to develop positive attitudes to learning. A consistently calm and positive approach is used when encouraging the development of social conventions and establishing acceptable behaviour. Children achieve well in this area because of the good teaching.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Language development permeates all areas of learning.
- Effective use is made of well planned activities.

### **Commentary**

63. Achievement is good because the teaching is good. All staff consistently use a varied range of vocabulary to increase the bank of words children use and understand. Appropriate grammar and the structures of spoken language are consistently modelled by adults to encourage children to use them when sharing ideas and expressing needs and feelings rather than relying on body language and the odd word. For example, a Nursery child playing lotto nodded when asked, 'Will this card do?' whilst a child in Reception confidently questioned the visitor about her arrangements for lunch to complete his survey tally chart. Adults acknowledge what children say so that they feel valued and confidence in learning is promoted. Teaching is effectively used to introduce children to the organisation of books, letter shapes and sounds and to using a pencil effectively. As a result, a Nursery child traced a shape and over-writes letters with good control while a Reception child names family members in her picture, carefully remembering to start each with a capital letter. Older children use picture clues, recognise frequently used words and their growing knowledge of letter sounds to read simple texts for themselves. Most children in Reception are on target to attain the agreed early learning goals by the time they enter Year 1, but a significant minority will not.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- A practical approach is effectively used to support learning.
- A good balance of activities across the curriculum develops and consolidates understanding.

### **Commentary**

64. Children's progress in this area owes much to the range of practical experiences to which they can return to explore and reinforce their learning. Children are encouraged to use mathematical knowledge and skills in all activities. Nursery children enthusiastically count together. They recognise when a number is more or less when comparing two sets. Reception children, use mathematical language confidently when arranging models in order of size and exploring the addition and subtraction facts. They readily look for patterns for instance when doubling single digit numbers and choose and name geometric shapes when designing houses in the playground. Self-chosen activities such as water play are planned to include opportunities to

reinforce understanding. Teaching is good and most children will reach the expected level by the time they start Year 1.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good use is made of quality resources and educational visits.
- The balance of directed and independent activities is effectively planned.

### **Commentary**

65. Good teaching presents children with an interesting programme of practical experiences which are planned to stimulate interest and exploration. Children enjoy a wide range of educational visits such as those to the supermarket, the theatre or the library. Nursery children explored differences in properties of wet and dry sand and used construction and small-world toys to illustrate what they know about the world. Reception children visited the Transport Museum; investigated the work of the Post Office and observed the changes in state as ice melted. Children are confident with basic computer skills. In the Nursery they effectively choose a rhyme and use a mouse to click on the appropriate icon. Children in Reception competently change options by dragging their choice into position. In such purposeful activities adults use questioning well to assess understanding and to move learning on. Most children will achieve the expected level in this area of learning.

## **PHYSICAL DEVELOPMENT**

66. The provision for the development of fine motor skills is good but there is insufficient evidence to make an overall judgement on the development on gross motor skills. Daily opportunities to handle pencils, scissors and manage small construction equipment are integrated in many activities. As children work teachers make well-judged intervention to directly teach skills and techniques to improve control as, for instance, when managing scissors.

## **CREATIVE DEVELOPMENT**

67. It was not possible to observe all the aspects of this area of learning but planning and photographic evidence indicate that children's development is supported by a good range of activities. Although the experience of a significant minority of children on entry is below expectations, most respond well to the range of opportunities. The good accommodation and resources support role play activities well. Adult input effectively encourages children with limited experience to extend and sustain involvement in such imaginative activity as being characters on the bus, 'flying to Grand Canaria' or 'visiting the Reception surgery'. Children experience working with a range of media such as, pasta collage, creating puppets, using malleable material and recording their ideas and experiences in paint. Children enjoy making music and the visits of musicians as well as preparing and presenting musical performances for family members. These experiences make a significant contribution to their creative development.



## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- There is good and sometimes excellent teaching which leads to good achievement for pupils.
- Standards in writing could be higher for many pupils, especially those with special educational needs and English as an additional language.
- There are very good assessment, tracking and target setting procedures, which help teachers to plan effectively for pupils' learning.
- There is high quality provision for pupils who have English as an additional language or have special educational needs.
- The subject is very well led and managed.
- Classroom assistants give very good support for literacy.

#### Commentary

68. Although standards in English overall have declined since the last inspection, this is due to an increase in the number of pupils who have English as an additional language and the number of pupils who have special educational needs, particularly in literacy. The school has responded to the changes in the character of its intake with a comprehensive programme of monitoring and assessment procedures to ensure that pupils' learning is tracked effectively and that teaching takes account of what pupils need to learn next. There is a broader curriculum and a much greater emphasis across the school on teaching and using writing skills.
69. Standards in reading in Year 2 are near the expectation for pupils of this age. Pupils read with good understanding and remember what they have read. For example, they are able to use their recall of traditional tales to write their own versions independently, with higher attaining pupils making good use of detail to enliven their stories. Speaking and listening are at the expected level and teachers promote these skills well through pupil discussion in lessons. In writing, standards are below the expected level overall, but this is mainly because of the high proportion of pupils with special educational needs and English as an additional language in the year group. Pupils of average and above average ability reach the expected and higher levels, writing clearly for a number of purposes. Their writing is well formed and neat, and their spelling of common words is accurate. Weaknesses in writing for other pupils tend to centre on their spelling, punctuation and handwriting skills. For pupils who are learning English as an additional language, a very limited vocabulary severely limits how well they are able to express their ideas in writing.
70. Standards in reading in Year 6 are also close to the expected level for the majority of pupils, with higher attaining pupils reaching above the expected level. This is because they are progressively taught reading skills as they move through the school and are expected to use these daily in reading for other subjects. Speaking and listening are also close to the expected level, with pupils able to follow the ideas of others, ask relevant questions and express their own viewpoint. Lower attaining pupils, and pupils with English as an additional language are sometimes restricted in their talk because of their limited vocabulary, but they are confident and included in all discussions. Standards in writing vary widely in the current Year 6, with only about half of the current year group reaching the expected standard or above. A good proportion of the remainder of the year group (30 per cent) have either special educational needs in literacy or English as an additional language which negatively affect their writing skills.
71. Teaching in the subject is good overall with some very good and excellent teaching seen. Teachers have good subject knowledge and have benefited from a range of training in teaching

writing. The impact of this training is clear when teachers model writing techniques for pupils. A particular strength is in the support pupils receive to structure their own writing. Pupils plan their work well and have a good idea of what they want to include in their writing before they begin because they have been well taught and understand the importance of putting ideas in order. The good teaching of writing allows pupils to concentrate on word choices which improve the quality of their writing. All teachers make very good assessment of pupils' learning and use this well to plan the next stages of learning. They are alert to the specific needs of pupils and ensure that additional support is given to help all succeed. The quality of support given by classroom assistants is high and makes a significant contribution to the rate at which pupils progress in lessons. Where teaching is excellent, teachers use strategies which involve pupils fully from the start of a lesson. In a such a lesson in Year 5, pupils were all fully involved during the teaching of grammar because the teacher had planned a number of 'games' through which they could learn. The concentration and excitement which these games produced certainly made learning memorable. Because knowledge and understanding were crucial to success, pupils worked very hard and at a good pace to come up with answers. Teachers' careful planning and preparation for writing takes account of how pupils will gather information for different styles of writing. For example, in a Year 4 lesson, where teaching was excellent, the class had prepared for writing by taking part in role play in the previous lesson. This had given pupils a good understanding of the issues, so that when they came to write newspaper reports, they were able to concentrate on the tone and style of their writing. In all lessons teachers make clear to pupils what they expect in their writing and remind pupils of their individual targets. All of these strategies are beginning to impact on the quality of pupils' writing. Their work since the start of the school year shows very clear and good progress, with a good response to teachers' suggestions for improvement.

72. Leadership and management of the subject are very good and have ensured very good progress in the quality of provision since the last inspection. Through rigorous monitoring the co-ordinator has accurately assessed the need to improve resources, especially for reading, extend the curriculum and provide training for all staff. She has developed thorough and very effective systems for assessing and tracking pupils' progress and these are very well used by all staff to promote good learning. The comprehensive programme for improving standards in writing contains all that it should and is beginning to have a noticeable effect on the quality of pupils' work. The wide range of writing seen in all classes bears testimony to the effectiveness of the measures taken.

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

All teachers make very good use of literacy skills in other subjects. They place very good emphasis on talk as a medium for learning and manage discussions so that all pupils are given the opportunity to contribute. Pupils' reading skills are well promoted from an early age because they are expected to read instructions independently and to read for information in books or on computers. Teachers' use of writing across the curriculum is a strength which is helping to raise standards. Teachers plan opportunities for writing creatively into all subjects and there are many memorable examples in history and geography and of investigations in science.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- The quality of teaching and learning are good overall.
- The mathematics co-ordinator has very good subject knowledge and manages his subject very well.
- Pupils enjoy the meaningful, interesting, practical mathematical activities and work very hard in lessons.

- All adults within the school have worked as a team to successfully bring about significant improvements since the last inspection.

## **Commentary**

73. Standards reached by pupils in Year 2 and Year 6 are in line with the expectation for their age. Pupils of all abilities achieve well. Boys performed slightly better than girls in the national tests in 2003, however, during the inspection in all lessons boys and girls attained similarly.
74. Pupils in Year 1 build on the positive start given in the Foundation Stage and enjoy learning number tables. By Year 2, pupils can add and subtract mentally and know the names of common two- and three-dimensional shapes. They order numbers with ease and can find missing numbers in a sequence. They know their two, five, ten and some even know their three times table. They understand a half and can draw the missing half of a symmetric shape. By Year 6, the pupils can calculate percentages and convert fractions to decimals. They order fractions according to size and calculate the perimeter and area of compound shapes. However, some pupils use written calculation when they have the ability to calculate more quickly mentally.
75. Teaching and learning are good overall, and a good proportion of very good teaching was seen across the school. Teachers use resources effectively to demonstrate strategies and create interest. These make a huge contribution to pupil understanding. Year 1 pupils were fascinated by a three legged alien, which the teacher had made from a glove. This was used well to illustrate the three times table. In Year 5, the speed of the lesson was greatly increased by the teacher's good use of a counting stick to help children learn their multiplication tables. This resource allowed her to remove more and more cards to increase the level of difficulty. Teachers use practical, meaningful activities and the pupils' progress accelerates due to the large number of talented teachers in the juniors. Here, lessons have a fast pace, are interesting and some inspiring, so pupils concentrate well and the teachers act immediately if their concentration wavers. Hence all pupils of all abilities do well. Areas such as problem solving and data handling, which were weak in the last inspection, are now taught well. Teachers make good use of very good assessments of pupils' learning. Teachers' records have developed well since the last inspection. Teachers' planning has improved due to the use of national plans. Teachers are continuing to refine these to meet the needs of all pupils. Support staff contribute greatly to the learning of pupils who need additional support to help them succeed. Throughout the school pupils with special educational needs and English as an additional language progress well in mathematics.
76. The subject is led and managed very well by an enthusiastic co-ordinator, who leads by example and inspires others. He has very good subject knowledge, which he keeps up to date. He trials new ideas and modifies them before adopting them across the school. He has undertaken extensive observations of all the teachers. He now needs to extend this to include teaching assistants. Recent changes need further monitoring and an agreed progression from mental to written methods needs to be established, so that the pupils can see the links.

## **Mathematics across the curriculum**

Mathematics is used well in a variety of ways across the curriculum, for example, in science in Year 2, pupils sorted materials into sets. Year 6 calculated the increase in the price of goods from past times and established that they are two and a half times dearer now. Data is collected in history, geography and science and displayed meaningfully both on and off the computer.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is good and this is helping to raise achievement.
- Opportunities for the pupils to develop their skills of practical scientific inquiry have improved since the previous inspection.
- Subject leadership is good and is a factor in good quality teaching.
- The quality of presentation of pupils' work is variable.

### **Commentary**

77. By Year 2 and Year 6, all groups of pupils, including those with special educational needs and those who are learning English as an additional language achieve satisfactorily. Standards are at the expected level for pupils' age, which reflects the findings of the previous inspection. In the 2003 national tests for Year 6 pupils, standards were below the national average, but were average compared with similar schools. Currently, there is no significant difference in attainment of boys and girls.
78. By Year 2, pupils know that some materials are man-made, whilst others occur naturally. They investigate and record the properties of various materials. They understand that materials can be changed in various ways. They make sound use of their skills in accurate measuring and they use their literacy skills well to record their findings. The pupils know that many everyday items are powered by electricity and they construct a simple electrical circuit to make a light bulb work. They carry out practical investigations into the conditions necessary for healthy plant growth.
79. By Year 6, the pupils use their literacy skills well to write about gases and the three states of matter. They understand gravity, air resistance and friction as forces. They have a sound understanding of the scientific skills of prediction and fair testing as they investigate air resistance, soils and other topics. They investigate pulse rates before and after exercise and they use their mathematical skills well to record their findings by means of accurate graphs. In both key stages, the quality of presentation of pupils' work is variable.
80. Teaching is good and is helping to raise achievement. The teachers maintain a good balance between teaching and providing opportunities for the pupils to carry out their own practical investigations. In some classes, there is a rota of pupils to act as team leaders for practical work and this helps to develop pupils' confidence. The teachers focus strongly on developing the skills of prediction, fair testing, careful observations and accurate recording and this has a positive effect on pupils' understanding. Good use is made of available resources, including information and communication technology. In a Year 3 lesson, the teacher made very effective use of the interactive whiteboard to enhance pupils' learning about animal habitats. Wherever possible, the teachers relate learning to practical everyday situations and this motivates the pupils. In a Year 6 lesson, for example, the teacher related work on friction to the need to investigate the road surface on a steep slope and to the floor of a local dance group. There is a strong focus on the use of correct scientific words. In a Year 3 lesson, words such as *prey*, *camouflage* helped the pupils to learn about animal habitats. The teachers ensure that all groups of pupils are fully included in learning. Classroom assistants provide valuable support. As a result, provision for pupils with SEN and EAL is good and they make similar progress to the other pupils. During lessons, the teachers check pupils' progress carefully, offering praise and help as appropriate. The teachers mark pupils' work regularly and positively, often suggesting ideas for improvement.
81. The co-ordinator leads the subject well. He monitors colleagues' planning and teaching, with a view to sharing good practice, and he also samples pupils' work, in order to gain an overview of standards. There are very good procedures for assessing pupils' progress. A collection of pupils' work at agreed National Curriculum levels of attainment is helpful in ensuring the

accuracy and consistency of teachers' assessments. The teachers make good use of information gained from assessments and from a careful analysis of national test results to plan the next steps in learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **good**.

### **Main strengths and weaknesses**

- Provision for the subject has improved since the previous inspection and standards have improved by the end of Year 6.
- The ICT suite is an effective aid to teaching and learning.
- The quality of teaching has improved since the previous inspection.
- Subject leadership is good and is an important factor in rising standards.
- Information and communication technology is now being used widely to support learning in other subjects.

### **Commentary**

82. By Year 2 and Year 6, all groups of pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. Standards are at the expected level for pupils in Year 2 and Year 6. This reflects the findings of the previous inspection for Year 2 and is an improvement for Year 6. Boys and girls attain equally.
83. By Year 2, pupils' ability to use the keyboard and mouse proficiently is satisfactory. They choose different font styles, sizes and colour to word process simple sentences, for example in geography, in comparing life in Hull with that on a Scottish island. The pupils make satisfactory use of art programs to generate imaginative pictures, designs and symmetrical patterns. In mathematics, the pupils record their favourite colours, pets and fruits by means of accurate computer-generated graphs.
84. By Year 6, the pupils access the Internet to research information in a number of subjects. Their word processing skills are secure, for example in producing effective posters advertising the school fayre. They move and resize objects on the screen. They use spreadsheets well in mathematics lessons. They extract information from a database and use graphs to check data. Pupils also produce effective multi-media presentations on topics such as animals and the environment.
85. It was not possible to observe teaching in Years 1 or 2. Teaching in Years 3 to 6 is good and has improved since the previous inspection. There are examples of very good teaching. Teachers' confidence in using ICT has grown and has been helped by the provision of the ICT suite which allows teachers to plan a programme of skill development and then teach it to the whole class. Having planned access to the ICT suite also means that teachers can consolidate pupils' skills by having them apply them to other areas of learning. The teachers make learning relevant to everyday life and this motivates the pupils. In a Year 6 lesson, in which the pupils were learning that a control box and software can be used to control an output device, the teacher referred to NASA's use of similar technology to control their Mars robot and this stimulated the pupils' interest. The teachers ensure that all pupils are fully included in learning and they use classroom assistants well to support individual pupils.
86. Subject leadership is good and is a significant factor in improved provision for the subject. The co-ordinator has led training for colleagues on assessment in ICT, which is now very good. She has developed a useful collection of pupils' work at agreed National Curriculum levels of attainment, which helps in the accuracy and consistency of teachers' assessments. Achievement is also measured by means of a useful 'ICT For Life Skills Passport'. The co-ordinator monitors planning and work samples, but has not yet had the opportunity to check the

quality of teaching. The curriculum is enriched by a weekly 'web club', which provides opportunities for the pupils to contribute to the school's informative website.

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

Better use is now made of ICT to enhance teaching and learning across the curriculum. In a Year 3 lesson, for example, the teacher's expertise helped the pupils to add records to a minibeast database and to search the database for information. In history, the teachers provide opportunities for the pupils to access the Internet for information about the Tudors and Vikings. In mathematics, pupils in Year 6 use spreadsheets to forecast income from the school fayre and pupils in Year 5 use them to calculate the cost of items in a pet shop. In art and design, pupils in Year 4 use graphics to develop images from dreams. In design and technology, pupils in Year 3 use ICT in designing imaginative cereal packaging.

## **HUMANITIES**

### **Religious education**

Provision for religious education is **satisfactory** overall.

### **Main strengths and weaknesses**

- The Locally Agreed Syllabus is used effectively to ensure the curriculum is appropriately broad and that pupils' learning is systematically developed.
- Teachers use opportunities for pupils from some of the major faiths to confidently share their knowledge and understanding.

### **Commentary**

87. Although it was not possible to observe lessons in Year 2 and Year 6 evidence from recorded work and planning indicates that, overall, attainment of pupils by the end of both key stages is broadly in line with the expectations of the Locally Agreed Syllabus.
88. Pupils in Years 1 and 2, have an appropriate awareness of what it means to belong to a clearly defined group sharing special beliefs and customs such as those associated with Christianity and Islam. They know that each has specific festivals related to major events in the development of the faith. They are aware of the main Christian festivals related to the life of Jesus. From Year 1 they are encouraged to respond to the new knowledge by finding links with their own experiences. By the time they leave the school, pupils' knowledge of major faiths has been extended and they are recognising that which is similar such as creation stories, books of authority and rites of passage held by Christian, Islamic and Jewish traditions.
89. Teaching in Years 3 to 5 is satisfactory. Across the school, pupils of different faiths are encouraged to share their knowledge, understanding and perceptions in class discussions. For example, in Year 4 an Islamic pupil confidently explained how believers pray and the importance of a prayer mat. Teachers make good use of visiting expertise as for example, a lesson on Rites of Passage in Year 5 was supported by a local minister able to explain the Christian philosophy on creation and death when brought up in discussion. Teachers make appropriate use of the schemes of work related to the Locally Agreed Syllabus and a framework has been developed showing when the required programmes of study are to be taught. This supports the progressive development of knowledge and understanding. It indicates an improvement since the previous inspection.
90. The subject co-ordinator is newly appointed but already is developing an action plan included in which, at this early stage, is the monitoring of teaching and learning. This indicates a concern to

improve the quality of provision further. Leadership and management of the subject are satisfactory.

**Geography** and **history** were sampled during the inspection, but there is insufficient evidence to make an overall judgement about provision in these subjects.

91. An analysis of pupils' work and observations of a limited number of lessons in both subjects indicates that the achievement of all groups of pupils is satisfactory. Standards are at the expected level for pupils' age, which reflects the findings of the previous inspection.
92. In **geography**, pupils in Year 2 are beginning to understand the idea of a map as a view from above. They draw simple plans of their classroom and basic maps to illustrate traditional tales, such as Little Red Riding Hood and The Three Billy Goats Gruff. They draw sound maps of their route to school. They observe different types of buildings in the locality and they compare life in Hull with that on a Scottish island. By Year 6, the pupils have a satisfactory understanding of aspects of coastal geography, particularly in Holderness. They understand the need for 'sustainable tourism' in coastal areas and they devise an imaginative 'beach charter' to achieve this. The pupils have a sound understanding of Hull's fishing heritage and of its continuing importance in shipping. They discuss local issues, such as the benefits and disadvantages of the Hull Fair.
93. In **history**, Year 2 pupils are beginning to understand how things change over time. They compare buildings, household items and toys of the past with modern ones. They look for clues about the school's past and at Hornsea Museum, they participate in role play, in order to gain an understanding of school life in Victorian times. They know about famous personalities, including the local heroine, Amy Johnson, and famous events in British history. By Year 6, the pupils have a satisfactory understanding of aspects of life in ancient Greece and Egypt and in Tudor England. They use their literacy skills well in considering differing opinions of historical characters, such as, 'Guy Fawkes - was he a hero or a villain?'. The pupils know about the wartime Blitz of Hull and they write at length about aspects of life in wartime Britain, such as evacuation and rationing.
94. There is insufficient evidence to judge the quality of teaching in **history**, although clearly much emphasis is placed on enriching learning through visits and visiting theatre groups. Teaching of **geography** is good, with a strong focus on developing the pupils' mapping skills and on fieldwork in the locality and at places such as Spurn Head and Sewerby. Year 6 pupils participate in orienteering at Lockton to further their map skills.

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

### **ART AND DESIGN**

The provision in art and design is **very good**.

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

- Pupils enjoy art and design lessons and are willing experiment with new ideas.
- There is good systematic teaching of skills throughout the school which leads to very good achievement for pupils.
- The co-ordinator has a good subject knowledge.
- Pupils' work is valued and art and design contributes greatly to the positive learning environment that is created.
- The quality and range of work needs extending in some classes.

## Commentary

95. Standards are above the expectation for pupils in Year 2 and Year 6. Pupils produce work which is of high quality. For example, the Caribbean art displayed in the library is lively and colourful, with dance, music, great joy and excitement coming through strongly from their paintings. Art from different cultures is a strength of the curriculum and pupils benefit greatly from exploring world art especially during the kaleidoscope event which takes place annually in the summer term.
96. Teaching is good overall and sometimes very good. Due to good teaching, pupils in Year 1 build on the positive start obtained in the Foundation Stage where their impressive observational drawings of a tricycle use bold confident brush strokes. They are taught what sculptures are and view them from a range of different angles. Pupils use terms such as "three-dimensional" with understanding. Skills are taught well across the whole school. Pupils learn how materials behave and know that plasticine needs to be warmed in their hands to make it easier to manipulate. In Year 2 their cutting skills are developing well. Pupils are encouraged to select and use the method which suits them. Infants competently use viewfinders to highlight detail and focus in on objects which are near or far away. Teachers make good links with ICT and mathematics through the use of digital camera and art software packages. Year 2 pupils use the computer to draw symmetric patterns helping them to be more accurate than they can be when drawing free hand. Teachers also make good links with geography with a map of Morag's Island in Year 2 and pupils in Year 4 discuss pictures which represent journeys. Teachers make good use of literacy skills when they ask pupils to evaluate their own and other's work. The works of famous artists are used well by teachers to improve the work of their pupils. Year 4 pupils also benefit from a trip to Ferens Art Gallery.
97. The range of work needs extending in some classes. A wide range of materials is used across the school, but materials such as pastels and a range of different pencils are not used as extensively as paint, which is overused in some classes. Skills are taught well and their development is done systematically across the school. Pupils enjoy art and design and gain a great personal satisfaction from this subject. Pupils achieve highly because they try hard and they receive good teaching and a curriculum which is enhanced by visits out and visiting artists who work with them. The subject contributes well to the pupils' spiritual and cultural development.
98. Leadership and management of the subject are very good. The co-ordinator has observed some teachers. She is aware of the strengths and weaknesses across her subject and has good subject knowledge. She taught ceramics to Year 5 in order to develop this area and is aware that pen and ink work needs further development throughout the school. She uses the adequate resources creatively and to good effect.

## DESIGN AND TECHNOLOGY

The provision in Years 3 to 6 is **good**. No lessons were seen in Years 1 and 2 so there was insufficient evidence to make a judgment about provision.

### Main strengths and weaknesses

- The co-ordinator and the teachers have an improved subject knowledge which is now good.
- The pupils thoroughly enjoy design and technology.
- Effective assessment is now in place.
- The display of models enhances the school's learning environment.
- The co-ordination of the subject is good.



## Commentary

99. Standards achieved in Year 6 have improved and are now at the expected level for pupils of this age. Pupils in Year 6 understand the design process because teachers place good emphasis on researching a project before designing. In their lesson, Year 6 pupils first evaluated the quality of commercial slippers. This was also done successfully in Year 4 where they examined a collection of pop up books to identify levers, pivots and linkages. Pupils in both classes were able to articulate clearly and knowledgeably as they discussed the design and quality of slippers or pop up books. Pupils achieve well because of the help and support from other adults.
100. Teachers ensure that a range of hard and soft materials are used by pupils when making their designs. Felt is successfully used in Year 4 to make purses. These fasten in a range of different ways using button, Velcro or ribbon. Clay containers were produced by Year 5. Year 6 evaluated their fairground rides with a good emphasis on why they changed their designs with justification for the alterations made. Good use was made of ICT to evaluate designs in Year 3. The teacher evaluated his own cereal box design. The pupils listened intently and then went on to evaluate their own designs. Because they are taught to pupils can identify strengths and weaknesses in their designs. Pupils with special educational needs and pupils who have English as an additional language made good progress in every session observed. Support staff make a strong contribution to children's learning.
101. Leadership and management of the subject are good. Since the last inspection good progress has been made. All the lessons have clear learning objectives. The co-ordinator is enthusiastic and has greatly enriched the curriculum by bringing in other adults to work with pupils. He has observed some but not all the teachers. His subject knowledge has improved and he has plans to increase it yet further.

**Music** was sampled during the inspection.

102. Too few lessons were observed in **music** to make an overall judgement on provision. In those that were observed pupils' attainment was judged to be in line with expectations in relation to their age. From exploring teachers' planning and talking with the co-ordinator the requirements of the National Curriculum are effectively met. However, it is clear that music activities form a significant proportion of the provision outside lessons throughout the school. Those pupils for whom instrumental tuition is arranged through the peripatetic music service make good progress in both the theory of music and performance. School concerts provide very good opportunities for orchestra, choir and pupils in recorder club to enjoy performing. This makes a major contribution to their attainment in the subject and in their personal and social development. The learning of all pupils is significantly enhanced by the opportunities to listen to and work with visiting musicians representing a range of cultures such as African, Cuban and Indian.
103. The subject is managed well. The introduction of a detailed scheme of work supports staff effectively in planning to ensure knowledge and skills are developed systematically and pupils experience an increasing range of musical styles. This supports the quality of learning well. Resources are satisfactory and the co-ordinator is concerned to maintain good quality and range of tuned and non-tuned instruments.

## PHYSICAL EDUCATION (PE)

The provision for physical education is **satisfactory**.

### Main strengths and weaknesses

- There is a wide range of sports clubs and the school participates successfully in local tournaments.
- Two halls facilitate timetabling of indoor PE, but there is no school field.

## **Commentary**

104. By the end of Year 2 and Year 6, the achievement of all groups of pupils is satisfactory. Standards are broadly average, which reflects the findings of the previous inspection. Boys and girls attain equally.
105. By Year 2, the pupils travel in different ways. They are making satisfactory progress in developing co-ordination and ball control. By Year 6, the pupils develop sound movement sequences to music, mirroring the movements and balances of their partners with varying degrees of effectiveness. In athletics, they are beginning to understand the basic techniques of relay running. There is evidence to show that standards in swimming are average. By the time the pupils leave the school, the majority of them can swim unaided for at least 25 metres.
106. Overall, teaching is satisfactory. There are examples of good teaching. All groups of pupils are fully included in learning. The teachers manage changing sessions well and class control is generally good. This ensures that all pupils focus on the task in hand and concentrate appropriately. In the least successful lessons, management of the pupils is less secure and time is lost in gaining pupils' attention. Lessons begin with worthwhile warm up sessions and the teachers ensure that the pupils understand the need for these. The teachers usually provide opportunities for the pupils to observe and evaluate the performance of others and this helps to develop ideas. In a Year 5 lesson, for example, this helped the pupils to improve their movement sequences to two types of music, reflecting sad and happy moods. In the best lessons, there is good teaching of specific skills. In a Year 6 lesson, this helped the pupils to understand the requirements for successful relay running.
107. Subject leadership is good. The co-ordinator monitors planning and she has observed teaching throughout the school, in order to develop a useful collection of photographic evidence of pupils' achievements. There are sound procedures for assessing pupils' progress. A number of talented pupils in Year 6 benefit from specialised PE teaching in sessions at the local secondary school. The curriculum for pupils in Year 6 is enriched by opportunities for them to participate in outdoor and adventurous activities during a residential visit to Lockton. The curriculum is enhanced further by a wide range of sports clubs. School teams participate successfully in basketball, hockey and rugby tournaments.

## **Personal, social and health education and citizenship (PSCHE) was sampled.**

The school places a high value on developing pupils' knowledge of themselves and their responsibilities for the world in which they live. Discussions with pupils showed that pupils covered a wide range of topics in some depth, especially as they get older. In PSHCE lessons, pupils have many opportunities to discuss issues that concern them and plan ways of improving the school. Through the work of the environment group and the school's Healthy School scheme pupils' personal development is promoted and they develop a willingness to consider and accept responsibility for themselves and their community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

