

INSPECTION REPORT

PEARSON PRIMARY SCHOOL

Hull

LEA area: Hull

Unique reference number: 117932

Acting Headteacher: Mrs C Bellamy

Lead inspector: Clive Davies

Dates of inspection: 26-28th January 2004

Inspection number: 260080

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 to 11
Gender of pupils:	Mixed
Number on roll:	209
School address:	Leicester Street Hull
Postcode:	HU3 1TB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Caselton
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Pearson Primary is situated in one mile to the north of the city of Hull and serves an area that has a number of social issues. Approximately half the pupils are entitled to school meals free of charge. It has received a number of pupils in the past few years that have provided the school with challenges with regard to their behaviour. This has resulted in the school having a large number of short-term exclusions. There is a nursery at the school admitting children on a part-time basis. The vast majority of children start school with personal and academic skills that are well below those expected for their age. This especially the case with regard to communication skills. The school also admits a number of pupils from ethnic minority groups (18 per cent), most of whom have English as an additional language. The number of pupils on the special educational needs list is almost twice the national average and two have a statement for special needs. There is a high level of turn-over at the school with many leaving or starting the school mid way through their primary education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	English, information and community technology, English as an additional language
9649	J Smith	Lay inspector	
19226	S Flood	Team inspector	Mathematics, art and design, design and technology, physical education, music, special educational needs
32259	G Seagrove	Team inspector	Science, religious education, history, geography, foundation stage of learning

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PART A: SUMMARY OF THE REPORT

This is a **good school with many very good features**. It works hard to include all pupils with the vast majority achieving well as a result. The effective leadership is very clear about how further improvements can take place and the quality of teaching is good with many very good features. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils whose home language is not English achieve very well because of the very good attention to extending pupils' English vocabulary.
- Pupils with behavioural difficulties achieve well because the school has worked hard to include them in all lessons and activities.
- The school's leadership is highly focused on ensuring that all pupils achieve to their full capability and have initiated many procedures to help make this happen.
- Pupils, who have learning difficulties, including those with special educational needs, achieve very well.
- The quality of teaching is good and having a very positive impact on pupils' learning.
- Pupils' limited oral skills are inhibiting their ability to write imaginatively and descriptively.
- The arrangements in the dining hall are unsatisfactory and are not helping to develop pupils' social skills.

The school is very different to the one inspected in November 1998 because many staff changes have occurred since that time. Effective leadership has enabled the school to made good progress since then, especially in improving the achievement of different groups of pupils. The teaching is stronger now and having a greater impact on the learning.

STANDARDS ACHIEVED

The vast majority of pupils achieve well, with those whose home language is not English achieving very well. One of the main difficulties faced by the school is that pupils' oral skills are inhibiting their ability to explain things clearly. This is holding back the standards they attain in writing. However, when compared with their attainment on entry to the school pupils achieve very well in the core subjects of English, mathematics and science. This is seen in the table below where the progress in Years 3 to 6 (similar schools) is especially impressive for mathematics.

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

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

The majority of pupils start school with poor personal and academic skills. However, because of their good achievement, the attainment of pupils has improved by the end of Year 2, although it is still below the national average at this point. In Years 3 to 6 the continued good progress and good achievement results in pupils' attainment being close to the national average, with standards in mathematics being particularly impressive. In all other subjects, including information and communication technology, pupils end Year 6 with standards being in line with that expected for their age. This is after good progress has been maintained throughout the school. The pupils whose home language is not English achieve very well. Their confidence levels are greatly improved due to the individual attention they receive. They are keen to participate in all lessons and many of the more

able pupils in the school are from ethnic minority backgrounds. Pupils who have failed to settle in other schools because of their behaviour achieve very well because of the school's commitment to include them in all lessons and events. Similarly, pupils with learning difficulties including those with special educational needs achieve very well because they are exceptionally well supported by a range of adults in school and outside agencies who work with the school. The vast majority of more able pupils achieve well although there are times when the challenge could be more demanding for them, especially when it comes to using extension activities sooner rather than later in lessons.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. The vast majority of pupils' attitudes and behaviour are good. However, a significant number of pupils in each class are difficult to handle. The school has put in place very successful procedures to include these pupils despite many having to be initially excluded before they responded to school expectations. The learning mentors have played a significant role in helping these pupils. The dining hall arrangements and its environment do little to promote pupils' social skills.

QUALITY OF EDUCATION

The quality of education is good. The school does much to enrich the curriculum for pupils with particular emphasis placed on providing a full range of additional activities for them during lunchtimes and after school. **The quality of teaching is good with many very good features.** The teamwork that exists between teachers and other adults who work with them is particularly impressive and this results in different groups of pupils achieving very well. All lessons are clearly focused and help pupils to know what is expected of them. The strategies used for managing pupils who are challenging to teach are very effective. Good attention to teaching the basic skills of literacy, numeracy and information and communication technology (ICT) is helping to raise the confidence of pupils in tackling more demanding tasks.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The very good leadership demonstrated by the present acting headteacher and the previous temporary headteacher has helped all staff to be very clear about raising the achievement of different groups of pupils, including those with behavioural and learning difficulties and those whose home language is not English. The governors have played their part in supporting these and other new initiatives. They have also supported important financial decisions such as the employment of additional adults to support teachers. This has been effective in raising achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about what the school does for their children. They appreciate the support that is provided by staff and feel that their children's work is improving. Pupils enjoy coming to school and know that the staff are keen for them to succeed.

IMPROVEMENTS NEEDED

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

- Continue to give attention to improve pupils' ability to use a wider descriptive vocabulary when writing.
- Give consideration to how lunchtime arrangements can be improved on a long and short-term basis.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The vast majority of pupils achieve well, with those whose home language is not English achieving very well. Standards are still below the national averages by the end of Year 2 but by the end of Year 6 have improved to be above national averages in mathematics, in line with national averages in science but remain below national averages in English.

Main strengths and weaknesses

- Pupils achieve very well in the core subjects of English, mathematics and science.
- Pupils whose home language is not English achieve very well.
- Pupils with learning and behavioural and emotional difficulties make good progress and achieve very well.
- Pupils' oral and written descriptive English is narrow and inhibiting their ability to write imaginatively and creatively.
- Pupils' good mental and oral skills in mathematics are raising their confidence when it comes to applying their numeracy skills to solve problems.
- Children in the foundation stage of learning achieve well.

Commentary

- 1 The National Curriculum test results at the end of Year 2 have been low for several years. However, there has been improvement in the past few years, especially when taking account of similar schools. When set in the context of the attainment of children on entry into the school, there is good progress being made in all areas. Several children start in the nursery and reception classes with low skill levels in communication, language and literacy. In addition, a number of children whose home language is not English speak little or no English when they first start school. The attainment of the present Year 2 cohort is stronger than their predecessors showing that standards are improving on a year-by-year basis. One of the main reasons for pupils achieving well is that there are excellent intervention strategies being used to help pupils improve their oracy. These strategies, along with very good teaching of reading, writing and mathematics, are helping to improve the attainment of all pupils from different backgrounds and abilities.

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

Standards in:	School results	National results
reading	13.8 (13.3)	15.7 (15.8)
writing	13.1 (13.2)	14.6 (14.4)
mathematics	14.9 (15.5)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

- 2 Good progress is continued in Years 3 to 6 with pupils of different abilities achieving to their potential. The National Curriculum test results show that the gap between the school's results and national results are not as great as they are at the end of Year 2. Indeed, in mathematics and science the school's results are now better than the national averages although this is not the case for English. The reason English results at the end of Year 6 are not as good as they are for mathematics and science is because many pupils struggle for fluency in their oral and written communication. This in turn results in a lack of confidence to write with

imagination and flair. The school does a great deal to help pupils' oracy but there is still much to be done to focus on further improvement. There is a pattern of improving results with this present Year 6 cohort likely to maintain the improvements that have been noted recently.

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

Standards in:	School results	National results
English	25.8 (24.3)	26.8 (27.0)
mathematics	28.0 (25.4)	26.8 (26.7)
science	29.2 (29.2)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

- 3 Pupils whose home language is not English achieve very well because very experienced and well-trained adults who work across the school support them. Many children start in the nursery and reception classes being able to speak very little English and they are helped to improve their spoken English because of a range of activities that are provided which help them focus on using correct terminology. During introductory sessions the teachers in Years 1 and 2 often use strategies that see pupils turn to face each and discuss issues before having to respond to a question in front of everyone in their class. In this way the bilingual support assistant is able to intervene and support pupils who are not yet confident in using English. As a result of the effective work that is taking place early on in the school, pupils whose first language is not English are often the first to offer answers or to make suggestions in whole class situations later on in the school. Year 2 pupils whose home language is not English rely heavily on the structure they have read in familiar stories. This stands them in good stead as they develop fluency. For example, they are very familiar with openings such as, 'Once upon a time' or 'One day'. They successfully sequence their work well and can remember key phrases from stories, such as, 'Where are you going to, my dear?' The main problem they encounter is the use of tenses and they often use terms like, 'caught'.

- 4 The school has a much large percentage of pupils who are at some stage of the special educational needs register than other schools nationally. Many of these have behavioural or emotional difficulties. The very effective work of the learning mentors in the school helps to raise the self-esteem of these pupils and they make good progress as a result. The quality of the work that is taking place with the learning mentors is such that several pupils who would otherwise be excluded achieve well and learn to settle for longer periods in whole class situations. In some cases there is one-to-one counselling support provided, especially when the issue is an emotional one. Pupils who have difficulties with learning are equally well supported and many have made remarkable progress and now attain in line with the expectations for their age. This is one of the reasons why National Curriculum tests results have improved.

- 5 As mentioned earlier, one of the main inhibitors to improving pupils' standards in English is pupils' inability to use descriptive language when they are speaking or writing. From Year 2 onwards pupils are able to write neatly and punctuation skills are appropriate. They lack a full range of descriptive terms to call upon and therefore their writing lacks flair. They tend to use the more obvious adjectives and draw on size and colour when describing objects or people. More able Year 4 pupils use a good range of sentences and make a point of starting their sentences differently. However, they do have problems with their verbs and often use words like 'bringed' for 'brought' or 'comed' for 'came'. By the time they are in Year 6 more able pupils successfully manage humorous asides but their imagery or descriptive phrases are quite simple. This is adversely affecting their ability to write imaginatively and although they open their stories in a range of different ways using description, dialogue or action they fail to sustain an exciting storyline for prolonged periods.

- 6 In contrast to the issues associated with pupils' oracy, one of the strongest features of pupils' work is their ability to respond at speed to mental and oral mathematics problems. The basic skills sessions at the start of each school day help to make a significant contribution to the pupils' ability to cope with problems. The effective use of ICT programmes in mathematics, including the good use of Interactive Whiteboards, also makes a contribution in speeding up pupils' response. As a result pupils feel confident in coping with applying their mathematical skills in other areas of the curriculum and in solving mathematical problems.
- 7 Children in the foundation stage of learning make good progress and achieve well in each of the six areas of learning. Many children start school with academic, personal and social skills being well below the level expected for their age. Focussed activities aimed at improving their communication, social skills and creative ideas help them to improve their skills and knowledge in these important areas. Children of all abilities are carefully thought about with the recently introduced system of using 'Talking Partners' being very effective in helping pupils to improve their language and literacy skills. This 10-week programme sees these pupils working with a trained support assistant each day giving specific attention to improving children's language skills through the medium of story. The good start provided for these children is successfully built upon as they move through the school, ensuring that pupils are achieving to their potential.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good and their behaviour is satisfactory. Pupils' spiritual, moral, social and cultural development is good. Attendance is well below the national average and punctuality is unsatisfactory.

Main strengths and weaknesses

- Pupils display positive attitudes to school and to work.
- Most pupils respond well to the school's very high expectations of behaviour.
- The school has very good strategies to support pupils with challenging behaviour but the level of exclusions is high.
- Relationships between pupils are generally friendly but some parents and pupils have worries about bullying.
- The school promotes attendance and punctuality very effectively but a minority of parents fail to support the school's efforts.
- The school is a racially harmonious community, which promotes respect for different cultural traditions very effectively.
- Dining arrangements are unsatisfactory and do little to help promote pupils' social skills.

Commentary

- 8 Pupils enjoy school and all the varied opportunities it offers. Most are keen to learn and respond well to the challenging teaching they receive by working hard and trying to do their best. Pupils are given plenty of opportunities to work together and do this sensibly and cooperatively. Their positive attitudes help them to make good progress.
- 9 The school sets very high expectations of good behaviour and most pupils respond to these well. Pupils are well motivated by the regular encouragement they receive and by the good reward system. The giving of stickers for good behaviour has helped to make assemblies very orderly occasions. In lessons, teachers' skilful management of behaviour means that little learning time is lost. However, for many pupils good behaviour is not something that comes naturally and consequently teachers have to work hard to keep these pupils on task. Although some parents express concerns about the behaviour of a minority of pupils, parents and staff both agree that behaviour has improved as a result of the very good procedures that are in place.

- 10 The school has very good strategies for supporting vulnerable pupils who display challenging behaviour, many of whom have been excluded from other schools. In lessons, the skilful work of teaching and support assistants helps to keep them on task. Two learning mentors give very sensitive guidance to these vulnerable pupils and help them to learn to control their behaviour; their work is highly valued both by the school and by parents. Despite the school's efforts, the disruptive behaviour of this small minority of pupils is responsible for a high level of exclusions.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	146	19	0
Asian or Asian British - Pakistani	20	1	0
Other ethnic groups	52	1	0

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

- 11 Pupils are generally friendly and caring to each other and there are few incidents of racial harassment. However some parents are concerned about incidents of bullying and some pupils do not feel safe from harassment, particularly in the playground. The school takes bullying very seriously and deals promptly and effectively with incidents that occur. Discussion of issues in circle time and a high level of staff supervision at play time also help to prevent bullying. Training received by lunchtime supervisors has given them increased confidence in their role at lunchtime. Although pupils' behaviour at lunchtime has improved, the school recognises that it needs to further develop ways of preventing the behaviour of a very small minority of pupils spoiling lunchtime for other pupils.
- 12 The school has many good strategies for monitoring and promoting attendance. For example, parents are updated very regularly by means of a prominent board and weekly newsletters about the level of class attendance and the amount of learning time lost as a result of unpunctuality. The attendance officer rings parents immediately on the first day of an unexplained absence; and rewards for the best class attendance help to motivate pupils. As a result of these procedures attendance is improving. However a minority of parents fail to ensure the regular attendance of their children and this hinders their children's progress and achievement. Attendance remains well below the national average and unpunctuality, although it has improved, continues to be a problem.

Attendance in the latest complete reporting year (92%)

Authorised absence		Unauthorised absence	
School data	6.9	School data	1.1
National data	5.4	National data	0.4

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

- 13 The school continues to promote pupils' personal development well. The school's values are reinforced well in assemblies and by all adults in their daily interaction with pupils. As a result pupils' grow in moral and social responsibility as they move through the school. Pupils are provided with some good opportunities for reflection in assemblies, and occasionally in lessons, and their spiritual development is sound. A particular strength of the school is the

way in which it celebrates its multi-cultural identity as part of its everyday life. By learning about each other's religions and traditions and by celebrating each other's festivals, pupils learn mutual respect.

- 14 The dining area is badly in need of refurbishment and decoration. This is planned for in the near future. However, the present arrangements for pupils to eat their lunch is unsatisfactory and detracting from all the other good efforts that the school is putting in to promote a more harmonious break time at lunchtime. The dining hall, which is badly in need of decorating, does not create an ambience of calm. It is difficult to heat resulting in many pupils eating their lunch with their coats on and sometimes rushing their lunch so as to be able to move out and move around to keep warm. The staff have thought of many ideas to create a more positive atmosphere in the dining area. Whilst all these initiatives are working well there is a need to consider short as well as long-term solutions to the bigger issue of creating a more social time for pupils while eating their lunch.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good with a strong emphasis placed on the inclusion of all pupils especially those who have learning, behaviour and emotional difficulties. The teacher and support staff work exceptionally well together to create a very purposeful learning environment for all pupils.

Teaching and learning

The quality of teaching is good with many very good features. Effective teamwork amongst all staff is helping to create a strong learning ethos in each classroom.

Main strengths and weaknesses

- There is very effective teamwork happening between the teachers and other adults who work with pupils.
- The intervention strategies, aimed at specific groups of pupils, are working very well.
- There is a significant amount of very good teaching taking place with no unsatisfactory teaching.
- There is very good management of pupils who have the potential to be challenging.
- Pupils are helped to understand exactly what is expected of them in each lesson and they have targets in literacy and numeracy, which are aimed at helping them know and understand about their next area of learning.
- Planning and assessment procedures are good enabling staff to focus on the next area of learning for each pupil.
- Occasionally the needs of the more able pupils are not taken fully into account.

Commentary

- 15 The quality of teaching and learning is greatly enhanced by the effective teamwork that exists between teachers and other adults who work with pupils in each class. The school has invested heavily in ensuring that all classes have additional support from one or more of: nursery nurses; classroom support assistants; special educational needs assistants; bilingual support; or, learning mentors. This additional resource brings a very valued expertise to each classroom when it comes to handling pupils with specific needs. This has undoubtedly enabled many pupils from different backgrounds and different abilities to achieve to their full potential. There is very effective joint planning happening so that each adult working in each class is fully aware of roles and responsibilities for different groups of pupils.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	8(26%)	20(67%)	2(7%)	0(0%)	0(0%)	0(0%)

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

- 16 The staff employ a full range of intervention strategies to help meet the needs of pupils of different ability and backgrounds. The learning mentors, for example, work with pupils who have emotional difficulties. The school has a number of pupils who arrive for school in a distressed state and not ready to learn. The learning mentors work exceptionally well with these pupils. Their working arrangements have to be flexible so as to enable them to pick up on new issues that occur daily. They spend much of their time on the playground as pupils arrive in the morning. They mostly work in a specific room often on a one-to one basis. Much of the work requires them to work on raising pupils' self-esteem. During one session a boy who was initially very upset and disaffected is able to talk about what he wants to do when he grows up. This is because the learning mentor has successfully got him to calm down and has helped him focus his attention on something positive. Classroom assistants are also engaged in a full range of strategies where small groups of pupils are withdrawn from the class. In one such session a small group of reception children work with a member of the support staff following an established procedure known as 'Talking Partners'. The programme lasts for ten weeks, with children withdrawn three times a week for 15 minutes a time. It is aimed at improving the children's spoken English and is strongly based in story. Five familiar stories will be used during the ten weeks and the nursery nurse successfully gets children to retell the stories using suitable resources for them to act out parts of the story. All classes have basic skills sessions, which are used at the start of the morning or afternoon sessions. During these sessions there is specific attention on either literacy or numeracy. In one Year 2 session, for example, more able pupils were the focus and they had to work out combinations of numbers possible from a given three-digit number. Boys were highly motivated by this challenge.
- 17 In more than a quarter of all lessons the teaching is very good. Most of the very good teaching is seen in literacy or numeracy lessons although the teaching of information and communication technology in Year 5 was also very good because of the teacher's excellent subject knowledge. In Years 1 and 2 the teaching of literacy was very good with both teachers giving specific attention to improving pupils' spoken English. In Year 1, for example, the teacher sits on the carpet with the pupils to 'model' how they should talk to each other. As a result pupils respond well to talking through questions posed by the teacher during the introduction to the lesson. There is good use of the bilingual support to aid those who are at early stages of English acquisition. During the introductory session the teacher gets pupils to talk to each other in a dramatic way. This encourages them to repeat key phrases from a story, such as, 'Go and build your own house', in a very dramatic way. In Year 2 many of the same qualities exist with the teacher using paired talking to help engage the pupils immediately as the lesson begins. There is also a strong emphasis on drama in this class with pupils working in pairs to think of suitable questions to ask the cat, who is the main character from the book they are reading. In Year 3, where the teaching of both literacy and numeracy is very good, the teacher uses the Interactive Whiteboard very effectively to engage the pupils during the mental and oral starter to the numeracy lesson. In both lessons the pace is demanding and the teacher successfully captures the pupils' interest early on. Pupils are helped to learn effectively by reminding them what they have learnt recently and explaining what the new learning will be in the present lesson. This works well, alongside the targets they are given, to help pupils focus on what they need to do in order to improve their learning.
- 18 In all classes there a few pupils who are difficult to manage. All teachers employ a full range of control strategies, which help them to be effective in handling these pupils. In some cases low-level disruptions are ignored so that the chances of setting up confrontations with these

pupils are lessened. In other cases there is very effective use of additional adults in the classroom to help manage these pupils. Occasionally, learning mentors are used strategically to take out individuals at specific points of lessons. The staff have all been involved in specific training related to handling these pupils and all work to a common theme and are successful in reducing the number of incidents that occur in each classroom. Many pupils who would otherwise be excluded from whole class lessons are therefore successfully integrated into lessons and often play a full and active part in them.

- 19 All lessons begin with the teachers sharing the learning objectives with pupils. As the lesson proceeds the learning objectives are used to help keep pupils on track. In this way pupils are fully aware of what is expected of them. The focus on the learning objectives during the plenary further re-inforces to pupils what it is they have learnt and what they may not have successfully covered in the lesson. In addition to this, there is a high priority given to learning targets for pupils in literacy and numeracy sessions. These targets are used sensitively and remind pupils to give due attention to aspects they are working on in each lesson. These work particularly well to challenge individuals on a lesson-by-lesson basis.
- 20 The planning is very thorough and successfully helps the teaching staff to brief other adults who work with them. The plans clearly set out what the learning intentions are and are well organised so as to enable anyone to see what is expected of different groups of pupils. The quality of the planning shows that staff are very well prepared with all resources to be used in each lesson indicated and specific tasks for groups of different ability outlined. Assessment procedures, although new, are very thorough. There is a good whole-school system in place aimed at checking on the progress expected to be made by each pupil in the school. This is transferred to each class with effective use being made of this information to aid short-term and medium-term planning. However, because the procedures are fairly new they are not yet embedded in all classrooms and the school needs to continue to support this new initiative so that all staff are secure in using these assessment procedures.
- 21 Despite the effective planning which outlines the needs of all groups of pupils there are occasions when more able pupils are not challenged appropriately. This mostly occurs when the planned extension activity for these pupils is not introduced early enough. When this happens the effectiveness of the teaching is reduced and more able pupils are not working to their full capability. Although this only occurs occasionally, and mainly in Years 3 to 6, it is something that the school needs to work at improving.

The curriculum

The school offers a good range of learning opportunities through a balanced and broad curriculum that caters for the needs of all pupils. This ensures that all groups of pupils, including those with special educational needs and whose home language is not English, have the opportunity to learn and make good progress.

Main Strengths and Weaknesses

- The curriculum covers all the requirements of the foundation stage, the National Curriculum for Years 1 to 6, and the locally Agreed Syllabus for religious education.
- Provision for pupils with special educational needs is very good with support staff making a particularly good contribution to these pupils' learning.
- There are good extra-curricular activities and clubs available to enrich the curriculum.
- The school successfully ensures that all pupils have equality of access and opportunity.
- There are some weaknesses in accommodation, particularly the quality of the dining hall.

Commentary

- 22 The school provides a good range of curricular opportunities that meet the differing needs of pupils and ensures good progress in learning. Most of the planning is based on nationally developed schemes of work. The National Literacy and Numeracy Strategies are used effectively to teach the skills of literacy and numeracy and enable pupils to achieve well. The school follows the Agreed Syllabus for religious education teaching and is sensitive to the needs of pupils of different ability and backgrounds. Provision for personal, social and health education and citizenship is good. Children in the nursery and reception classes are provided with a suitable curriculum, which takes full account of the six areas of learning outlined in the foundation stage curriculum. The use of pupils' literacy and numeracy skills across the curriculum is satisfactory and improving. Pupils' skills in ICT have recently improved significantly and there is appropriate use of ICT across the curriculum although this is an area for improvement.
- 23 Provision for pupils with special educational needs is very good. The school provides a well-organised and flexible range of support across the school. Classroom support assistants are being used very well to improve learning opportunities for pupils. They are very effective in supporting pupils with special educational needs within the classroom and this support helps pupils to access the broader curriculum. The high level of training that classroom assistants have received means that they are very expert in meeting a range of needs. The school's learning mentors very effectively ensure that pupils presenting behavioural difficulties are quickly returned to the classroom and this reduces the amount of learning time lost. As a result these pupils are improving their basic skills in literacy and numeracy. Individual education plans are of a good quality and are well used by teachers and their assistants to improve pupils' learning. Targets are clearly defined and parents are invited to participate in the review process. However, a number of parents do not take up the invitation to participate in those reviews. The school very successfully involves pupils in the review process through an individual interview. This results in pupils being aware of their targets for improvement. The school is well staffed. Classroom support assistants and learning mentors are of a high calibre. They make a significant contribution to the quality of education in the school through the high quality of their support for pupils in classrooms and when withdrawing groups for extra help.
- 24 The school enhances its curricular provision by offering a good range of opportunities for learning out of school. The choice of activities includes keep fit, cross stitch, football and gym clubs. In addition, opportunities exist for pupils to complete homework activities.
- 25 The curriculum is inclusive by ensuring equality of access and opportunity for all pupils. Teachers have positive strategies, particularly in behaviour management, through the assertive discipline programme that helps develop pupils' initiative and responsibilities. Many pupils who have been excluded are well reintegrated into school life because of the school's approach to behaviour management. The staff are effective in their support of pupils who have English as an additional language. They give high priority to language development with all pupils because the limited use of pupils' descriptive English has been recognised as a distinctive feature of the school.
- 26 The school premises are attractively decorated and help produce a friendly and welcoming learning environment with colourful displays and appropriate learning resources for children. However, the standard of decoration in the dining hall is unsatisfactory and not helping to develop pupils' social skills. It is also an area that is difficult to heat and this does little to create an appropriate ambience at lunchtime. The school is hoping to proceed with a major building programme in the near future that will take the dining area into account. However, there is a need to give consideration to the short-term implications of pupils' social development during the lunch time period.

Care, guidance and support

The provision for support, advice and guidance for pupils is very good. Pupils' learning is very well supported. Health and safety procedures are good.

Main Strengths and Weaknesses

- Support and guidance for pupils is very good. Teachers and other staff know their pupils very well.
- Child protection procedures are good.
- Teachers, classroom assistants and learning mentors are managing pupils' behaviour very well.
- There are good procedures in place to help check on the academic and personal progress being made by all pupils.
- A school council has yet to be established.
- Induction procedures for new pupils work well.

Commentary

- 27 Sensitive and positive relationships exist between pupils and the adults who work with them. Many pupils with emotional difficulties have developed a trusting relationship with one or more adults in the school and the work of the learning mentors is particularly effective. All teachers use a short period of time before lunch for circle time and the development of personal, social, health and citizenship education. The school's learning mentors provide circle times for smaller groups of pupils who require more intensive support. Circle times are contributing to the reduction in exclusions at the school and the obvious happiness and enthusiasm exhibited by the majority of pupils. Pupils are aware of their targets for improvement and pupils with special educational needs are consulted on the content and targets within their individual education plans. A draft policy for gifted and able pupils is being developed.
- 28 Child protection procedures are well established and all staff have received training. The school has a clear protocol for managing disclosures and monitoring minor incidents. The school works closely with social service officers and class teachers participate in case conferences. All staff at the school work hard to maintain very good levels of trust with their pupils. Members of Hull's Community Warden Service are regular visitors to the school and are successfully working to ensure the safety and well-being of pupils in the wider community. Pupils do feel secure and cared for within the school environment and this is enabling them to achieve very well.
- 29 All members of staff have received training in managing poor behaviour. As a result of this training pupils exhibiting poor behaviour are dealt with quickly, firmly, quietly and with a constant reminder of the school's high expectations for standards of behaviour. Potentially disruptive behaviour is not allowed to disrupt the flow of lessons. The school's learning mentors play a vital role in ensuring that lessons are not disrupted and that disruptive pupils are counselled and returned to the classroom. All of this consistent teamwork is resulting in improved achievement for all pupils and enthusiastic attitudes to work and school.
- 30 Assessment procedures are good and are effectively used by members of staff to inform planning and their individual assessments of pupil progress. The school has good procedures to help check on the academic as well as personal progress being made by all pupils. Pupils with special educational needs are particularly well supported by both teachers and their assistants. Individual education plans are clear and well targeted and indicate where extra support is needed. The high standard of training that assistants have received ensures that pupils receive confident and competent support. As a result, pupils with special educational needs are achieving very well.
- 31 The school day is characterised by pupils being directly supported, listened to and encouraged to achieve well. The school does intend to establish a school council and this will effectively extend the way that the school is able to take account of pupils' opinions and

concerns. In discussion with pupils in Year 6, they raised some concerns about the way that incidents of aggression were dealt with during lunchtime breaks. A school council would enable the school to respond to these views. All staff make themselves visible and available to parents at the start and end of each day. This ensures that potential problems are quickly addressed. The school intends to develop homework diaries to further encourage parents to participate in the education of their children.

- 32 The school has good arrangements for the induction of new pupils. Prior to starting the foundation stage, pupils and their parents have the opportunity to attend induction days and meetings. Parents receive a school preparation booklet and the school makes second hand uniform available to all new pupils. Pupils entering the school during the primary phase may, where appropriate, be given learning mentor support. As a result a number of pupils that were having difficulties with schooling have been very well integrated into classrooms. Pupils moving on to the secondary phase of education are sent on 'taster days' and secondary school members of staff visit the school ensuring pupils feel more confident about moving on. Friendship groupings are forwarded to the secondary school to further encourage pupils to settle into the secondary phase quickly and happily.

Partnership with parents, other schools and the community

The school has a good partnership with parents who hold the school in high esteem. Good links with the community and with other schools extend pupils' experiences.

Main strengths and weaknesses

- Parents continue to give good support to the school.
- The school is open and welcoming to parents, and communication between home and school is very good.
- The school keeps parents very well informed.
- Good links with the community enrich pupils' education.

Commentary

- 33 Parents are positive about what the school does for their children. They are pleased with the many improvements, which have been made and recognise how well the staff pulled together during the difficult transitional period in the leadership. A large majority of parents support their children's learning well, by helping with their reading and homework and by attending parents' evenings. However, a minority of parents who have children with special educational needs do not take advantage of the regular reviews that are set up for them. Friends of Pearson hold social events and have raised funds for playground equipment.
- 34 Parents find the school very approachable and they value the accessibility of staff. The learning mentors are building up good, trusting relationships with parents. They are present in the playground at the beginning and end of school in order to help with any concerns which parents might have; parents greatly value their help. The school ensures that parents from minority ethnic backgrounds are kept well informed by translating letters into different languages. A Bangladeshi support assistant holds a termly meeting to explain how the school teaches numeracy and literacy and to enable parents to raise any concerns they have.
- 35 The school keeps parents very well informed through printed information, including the prospectus, annual governors' report, and information about the curriculum and topics covered during the year. The weekly newsletter is brief but to the point. It reminds parents of the importance of good attendance by including the weekly punctuality and class attendance figures, but it also provides information on school events and achievements and invites parents to events such as class assemblies. Annual reports on pupils' progress are of good quality and include progress targets, which can be addressed at home.

- 36 The school has many good links with the community including constructive links with external agencies, the community wardens and Sure Start. Visits within the community and visitors to school help to enrich pupils' education. The school joined with other primary schools to stage 'The Carnival of Elements'; this stimulated pupils' art, design and musical skills and was clearly a very successful and enjoyable event.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. There is a very clear focus on raising standards and the very effective leadership of the acting headteacher helps all staff to be clear about their role in helping pupils' make good academic and personal progress.

Main strengths and weaknesses

- The acting headteacher, with support from the temporary headteacher, demonstrates strong leadership, giving all staff a clear educational direction.
- The school has a very effective method of checking on the quality of teaching and learning as well as on pupils' achievement.
- The acting headteacher produces comprehensive documents to support the school's work, ensuring that the school's day-to-day, as well as longer-term management systems, are very effective.
- The governors are very supportive of the school and their good knowledge of what is happening at the school helps them to challenge the school's leadership and management.
- The governors and the senior management team have a range of very good systems in place to ensure that the school gets the most from its financial decisions.
- There is very effective day-to-day administration of the school due to the exceptional support provided by a range of support staff working on school administration.

Commentary

- 37 The acting headteacher has worked closely with the temporary headteacher for the past two terms to create a very positive educational direction for the school, which is focused on raising pupils' achievement. The acting headteacher, with support from the senior management team, has communicated ideas to the staff in a very clear and concise way so that there is a strong sense of teamwork in place with everyone working to a common purpose. The headteacher has understandably earned the respect of pupils, staff, parents and governors in the short time she has been at the school. Her boundless energy and expertise has helped to drive the staff forward. Relationships amongst the staff have been very good at a time when a serious illness to the previous well-regarded headteacher could easily have demoralised the staff.
- 38 The school has developed very effective systems to check on the quality of teaching and learning. The very effective work of the subject leaders for literacy and numeracy has been a key factor in achieving this. There has been regular monitoring of teaching with a very clear view on improving the quality of pupils' learning and achievement. The quality of feedback to individual teachers has helped them to focus on ways that they can further effect improvement in pupils' performance. This has been particularly helpful in ensuring that all staff are giving greater awareness to the way pupils are communicating. It has helped, in most cases, to address any issue of underachievement amongst more able pupils. In most lessons this has had the impact of teachers giving good attention to the needs of pupils of different ability. Very good tracking of pupils' progress has enabled the school to give good attention to the way pupils are achieving with effective analysis of performance data helping the school to be clear about areas the pupils are attaining well and less well.

- 39 There are clear procedures in place to support every aspect of the school's work. Policies are clear, carefully thought-through and specific to the distinctive features of this school. This helps all staff to be very clear about how they should react in a range of situations, which is particularly relevant in a school where a significant few pupils can have days when they are disruptive. The school is keen to take on board any new initiative that enhances the quality of pupils' academic and personal development. The senior managers have spent time thinking about all aspects of the school's work and if new innovations have not yet been introduced then the school is giving much consideration to it. For example, there is careful thought at the moment given to the advantages of having a school council. The clarity of the procedures that are in place to support the school's work helps the quality of management be very good.
- 40 The governors are a very effective body that both supports the school's work and also challenges it. They are very aware of the issues facing the school and have been involved in discussions relating to pupils' oracy and improving attendance. They have also recognised that the school needs better induction procedures to support pupils who enter the school midway through the school year. The governors that are linked to specific areas, such as literacy and numeracy, make every effort to meet regularly with the appropriate subject leader and have very good knowledge of the issues facing the school for that particular area. Committees meet regularly and provide the governors with a very efficient way of dealing with on-going business so that more time can be afforded to the bigger and most urgent issues facing the school. Their depth of understanding was demonstrated when outlining what they felt was imperative in the person specification for the next substantive headteacher to be appointed.
- 41 The governors and senior management team are very clear about what they perceive to be value for money. The headteacher and chair of governors produce an annual 'best value' report. The report outlines how the school is getting the best value for money from the deployment of staff, resources and outside services, such as the peripatetic music service. It helps the governors to reflect on how effective their spending has been and there are clear links made between the spending decision and improving the achievement of specific groups of pupils. For example, the link between the learning mentors' role and improving a group of pupils' self-esteem is well documented. The governing body has paid particular attention to the impact that support staff have had in general. As the school is considering improvements to the existing building it is already putting in place criteria to help measure the impact that the new building will have on pupils' personal and academic achievement. The table below reflects that money has been earmarked for the extension to the building. However, delays to the start of the work give a very inflated view of the school's balance.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	765,074	Balance from previous year	41,815
Total expenditure	702,934	Balance carried forward to the next	103,955
Expenditure per pupil	3,446		

- 42 The school benefits from a very efficient and effective administrative staff. The team of administrative staff is well led and very supportive of the school's work. The quality of this support has enabled the school's leadership to concentrate on the school's performance while day-to-day administrative tasks is very well looked after by this hard-working and dedicated group.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good.

Main strengths and weaknesses

- The leadership of the Foundation Stage of Learning is good.
- There is effective continuity between nursery and reception classes.
- The good provision and very good use of support staff enhance the children's' learning.

Commentary

- 43 The recent creation of a Foundation Stage Unit, incorporating both nursery and reception children, provides opportunities for separate nursery and reception input, with shared use of resources and areas of learning at other times. Plans to develop these new arrangements further are in hand. The attainment of children on entry into the nursery is well below that of similar aged children in all six areas of learning. Communication and language skills are particularly poor and this inhibits their learning in other areas. By the time they enter reception in the term following their fifth birthday, personal and social skills and physical development are satisfactory, however in all other areas of learning, they are well below national expectations. All children achieve well because the teaching is good and the curriculum is appropriately planned on a two-year cycle to provide a wide range of interesting and relevant activities, which match their needs. Adults are good role models for the children and manage them well.
- 44 There is a good ratio of adults to children and very good use of support staff, ensuring that the needs of all, including pupils who speak little English upon entry, are met. The leadership and management of the Foundation Stage of Learning is good with clear planning and provision for each of the six areas of learning. The indoor accommodation is good for both nursery and reception aged children, with satisfactory provision for outdoor play. Further plans are in hand to enhance outdoor play facilities in a joint project with the neighbouring Sure Start.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children achieve well because of the good teaching and high expectations set by staff.
- Every opportunity is taken to enhance children's development, building on a very low baseline to achieve satisfactory standards by the end of the Foundation Stage.
- Children feel confident and happy due to the supportive and caring relationships established.
- Children who speak little English upon entry are very well catered for.

Commentary

- 45 Children start nursery with poor personal and social skills. In both nursery and reception there is good awareness of this and the needs of individuals are met. High expectations of all staff and consistency of role models ensures that the children know what is expected of them, so that they quickly learn the correct way to behave. There is a calm, purposeful environment with opportunities and encouragement for all children to participate at their ability level. Children learn how to take turns and interact with others. This was particularly evident

through role-play of 'The Three Billy Goats Gruff' and sand and water play. Children from different cultures and beliefs work well with each other and share some of their lifestyle.

- 46 The very supportive relationships ensure that children feel secure and confident to try different activities, however the attention span of significant number of the children is short when not working directly with an adult. The progress in learning is clearly evident in this area, especially for the older children who have already been through the nursery. This is as a result of the very clear expectations, courtesy and respect shown by the adults.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is good.

Main strengths and weaknesses:

- Teachers and support staff are clearly aware of the poor language and communication skills upon entry and take every opportunity to develop them.
- Good teaching and effective questioning techniques help to develop communication skills.
- Talking Partners initiative is very effective in enabling pupils with language delay or lack of English to express themselves.

Commentary

- 47 When children first start in the nursery the majority have poor levels of communication and language skills. For some children this is because English is not the first language spoken at home. They all very quickly make good progress because the teacher and support staff engage them well through interesting and stimulating activities and effective questioning. All staff take every opportunity during each activity to develop the children's vocabulary through probing questions and by encouraging participation in discussion. For example, when the children were making bridges to cross the river in the story of 'The Three Billy Goats Gruff', the teacher encouraged them to discuss ways to get off the bridge and how to be able to get under it.
- 48 Good relationships mean that the children soon have the confidence to talk and all adults are genuinely interested in what the children have to say. They listen with interest to stories and poems, ask questions and talk about the story. There are good opportunities for role-play. There is good provision to write in a number of the areas of learning set up along with opportunities for mark-making both indoors and outside. Most children in reception can hold a pencil appropriately and form recognisable letters. There were opportunities for emergent writing about the bridge they were making. There was a good selection of books available but not much evidence was seen of children choosing to look at books themselves. Although good progress is made, well below half of the children are expected to meet the Early Learning Goals in communication, language and literacy by the end of their reception year and none are expected to complete all elements of the early learning goals in writing. The children enter Year 1 well below expectations for their age in all areas, especially writing.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses:

- Teachers plan and deliver a wide range of interactive activities to support learning and help the children get a better understanding of number.

Commentary

- 49 Learning is good from a very low baseline because of effective teaching. Upon entry to nursery, although forty per cent of children could recite numbers up to five, only a quarter of children could count to five. They have since made good progress. Nearly all children can count to ten and can order and match numbers one to five. There is considerable variation in attainment but overall it is below expectations in mathematics at this stage. Teachers and support staff use practical examples and storylines using everyday objects to help the children order and match numbers. During one well-planned nursery activity where teaching was good, children took turns to choose cleaning items from a bag, match them to numbers up to five and then add five more to make ten. Good use was also made of mathematical vocabulary. In another good reception lesson, children used a dice throwing experience and role-play to count up to twenty as groups of children got on the bus with the driver and drove around the classroom. All these practical activities prepare the way well for future learning and are very appropriate for this stage of development, ensuring that children sustain interest and do not become bored.
- 50 Numeracy activities are planned to take place with other areas of learning. For example, in an art activity, children were encouraged to choose a number and paint the corresponding number of paintings. From photographic evidence and wall displays children have had opportunities to make three-dimensional models using bricks and shapes, they had also made clocks and patterns using threaded beads. Clear planning indicates appropriate breadth of opportunity for mathematical development. Despite making good progress in this area of learning, well over half of the children are not expected to meet the national Early Learning Goals by the time they leave the reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- A good range of opportunities is planned for a two-year topic cycle to promote learning in this area.
- There is a good range of resources used effectively to help the children gain a deeper understanding of the world around them.
- There are good opportunities for children to use computers.
- Children are not always encouraged to sustain concentration on an activity of their choice.

Commentary

- 51 A good range of opportunities is planned on a two-year cycle in the Foundation Stage to stimulate children's curiosity and enhance their understanding. Plans were adapted well in the nursery to maximise an opportunity related to the snowy weather by doing snow modelling and the making of artificial snow. The computers were used well with children giving instructions by using keys and a mouse to communicate plans using symbols and objects. Children had opportunity to explore a feely box and observe and touch a range of objects or look at them through a magnifying glass. There are good construction resources and opportunities. From photographic evidence, the children clearly have a good range of opportunities to develop their knowledge and understanding of the world. Work on touching, smelling and tasting foods, along with making pizzas and cakes, allowed them to use their senses and talk about likes and dislikes. There is evidence of opportunities to investigate and feel the bark of trees and grass in the world around them. Even though there is good provision and good teaching in this area, lack of ability to talk about their knowledge and understanding inhibits their progress. As a result, well over half of the children are not expected to meet the national Early Learning Goals by the time they finish in reception.

PHYSICAL DEVELOPMENT

Provision for physical development is satisfactory. When the planned outdoor facilities are in place this should allow for improvement in this area.

Main strengths and weaknesses:

- Good opportunities are provided to use tools, malleable materials and construction equipment.
- Both nursery and reception children are provided with regular outdoor play opportunities.
- Satisfactory provision for outdoor play could become good if planned improvements are successful.

Commentary

52 No hall sessions were observed during the inspection; therefore no judgement can be made about teaching. Opportunities for outdoor play were limited during the inspection owing to adverse weather conditions. Although the provision for outdoor play is satisfactory, plans to develop the area in conjunction with Sure Start should ensure that this provision becomes even better. From photographic evidence and activities observed during the inspection, good opportunities are provided for construction activities, use of tools and the development of fine motor skills. Sewing on buttons, threading laces, mark-making, cutting out and use of kitchen utensils in the role-play area are all examples of this. Children are generally confident when participating in physical activities with three quarters of the children expected to achieve the Early Learning Goal in this area by the end of reception.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses:

- Regular opportunities exist for children to carry out activities aimed at improving their creative development.
- A range of opportunities is well planned for within topics being covered.

Commentary

53 When children first start nursery, their creative skills are poor. Staff work hard to encourage children to build up confidence in themselves and offer a wide range of opportunities for creative development. The peripatetic music teacher provided reception children with an opportunity to express themselves using a very good range of musical instruments and linked the lesson to work being done in class about 'The Three Billy Goats Gruff'. Children had opportunities to use the outdoor sound wall currently on loan to the school. There is also a musical area with a range of instruments from which to choose. From wall displays, photographic evidence and work going on in the classrooms, there are clearly good opportunities for collage work using a range of materials such as polystyrene, pasta, card, sand, cloth and coloured paper and glitter. A student was working with a group of children who were mixing colours using bubble making. She had clearly been well prepared by the teacher to ask appropriate questions and assess responses. There are good opportunities for imaginative role-play, this was seen through the 'Billy Goats Gruff' bridge crossing with head-dresses and identification signs enabling children to get into role. There was also a puppet theatre and the role-play 'classroom' setting. High quality of provision enables good progress to be made, however the children's lack of ability to express themselves well means that over half of the children will not achieve the Early Learning Goal before entering Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Although standards have been low for many years pupils achieve well none-the-less.
- The quality of teaching is good overall and is often very good.
- Pupils make good progress in reading and writing.
- Pupils limited descriptive vocabulary is inhibiting the standards attained in writing.
- Staff have a full and effective range of strategies to help pupils, including those whose home language is not English, to improve their spoken English.
- The leadership and management of the subject are very good.

Commentary

- 54 The National Curriculum test results for 7 and 11-year-olds show that the school's results have been well below average in reading and writing for many years, with improvement noted in Year 6 results in 2003, which is being maintained by the present Year 6. The results over the past few years give a false impression of pupils' achievement however, because the vast majority of pupils make good progress as they move through the school. When considering the attainment of children when they first start school in the nursery or reception classes they achieve well. The results of last year's Year 6 compared with the same groups' attainment in Year 2 also confirms that good progress is happening and that pupils are achieving well.
- 55 The quality of teaching is good overall but is very good in Years 1 and 2. All teachers are very focussed on helping to develop pupils' spoken English. There is good recognition that pupils' limited descriptive language is inhibiting their ability to attain more highly in writing. For example in Years 1 and 2 there is very good attention to the way pupils talk to each other. During introductory sessions pupils are not expected to answer questions as part of a whole group but are encouraged to talk to a partner about the issue first. The teachers have taught the pupils to sit and face each other so that they gain the most benefit from the discussions. The continual re-inforcement of 'good sitting and good listening' adds to the pupils' ability to participate fully at this time. There is also much attention to pupils developing dramatic ideas. In this way the pupils try out different voices for different characters. This all helps to develop confidence in pupils' speaking and listening. In Year 2 the very good lesson is characterised by opportunities for pupils to use their spoken English. The idea of 'hot seating' is used very successfully to help pupils express thoughts from the point of view of one of the main character being studied.
- 56 In Years 3 to 6 the teaching is consistently good with many very good features. The pace of lessons is one of the key features of the lessons, with pupils being clear about what is expected of them. There is good use made of the interactive whiteboards in all lessons to help the quality of pupils' learning. The use of this resource speeds up the way teachers are able to present ideas. For example, teaching pupils to use appropriate connectives to join two sentences is much quicker to organise when using the board. It gives pupils' instant re-inforcement about the learning that is happening.
- 57 When taking account of the reading and writing attainment of children when they first start in the nursery and reception classes there is good progress being made as pupils move through the school. In reading, for example, pupils learn to use expression when they read aloud from early on. This is helping to build up their confidence in reading in general. Although the National Curriculum tests at the end of Year 2 do not indicate that standards are high at this point, there is very good work happening to set firm foundations from which pupils can later build on. The strong emphasis on using dramatic ideas is helping. Pupils are frequently involved in using different voices as part of the on-going work in class. This is helping them to

be more expressive in their reading. It also helps older pupils to feel positive about reading with the vast majority of older pupils reading from a wide range of authors. The use of the daily basic skills sessions also helps the pupils to be confident in using a full range of strategies to work out unknown words. This constant re-inforcement is working well with pupils feeling very positive about reading to an adult. The quality of the work of the teaching assistants also helps in this respect.

- 58 Pupils' progress in writing is also good although many older pupils still find it difficult to move into an imagined world when it comes to writing. There is a strong focus on story for pupils whose home language is not English and therefore they are able to start their own stories using familiar openings like, 'One day..' or, 'Once upon a time..'. These pupils make rapid progress in Years 1 and 2, with many who were unable to write more than a few words at the beginning of the academic year improving to write full sentences, and writing a story that has a clear sequence, by the end of the year. Progress by other pupils is also good but tends to be a little slower than it is for reading. It is mainly the grammatical features that hamper the pupils' progress. However, in each year the progress is good when comparing pupils' early efforts at the beginning of the academic year to their abilities mid way through the year.
- 59 When looking at the written work of pupils it is clear that their limited descriptive vocabulary is holding back their ability to write fluently and imaginatively. More able pupils in Year 2, for example, are able to write well-sequenced reports. However, there is little evidence of adventurous words being used. By the time they are in Year 4, they are able to vary the way their sentences start but the weakness with descriptive language remains. They also have problems with using the correct tense with words like 'bringed' being used for 'brought' and 'comed' for 'came'. In Year 6, more able pupils are strong in the secretarial skills of writing, with punctuation, handwriting and spelling being secure. Their stories start in a range of ways focusing on description, dialogue or action. It is within the imaginative or creative features that weaknesses occur. The main reason for this is that pupils' lack of confidence in using a full vocabulary is inhibiting their creative ideas.
- 60 There is a full range of strategies used to support pupils whose home language is not English. There is very good attention to using specific descriptive words. This is helping these pupils to access the full curriculum because they get to know the correct terminology to use when describing scientific or geographical features.
- 61 The good provision in English and the very good level of continuity in pupils' learning can be largely associated with the very good quality of subject leadership. The present subject leader has only recently taken over 'whole-school' leadership. However, the quality of leadership is having a very good impact throughout the school. This is because there is very good monitoring happening with an emphasis on how the teaching is impacting on pupils' learning. This, in turn, is then used to check on the achievement of groups of pupils. Teaching strengths have been thought about so that they have been targeted to work in years where there were previous dips in pupils' progress. The subject leader is very clear about the current strengths and weaknesses and the focus on further staff training related to improving pupils' oracy has already been planned. Good analysis of the needs of boys' reading has already taken place and changes to resources have been introduced so as to inspire more boys to read for pleasure. This is as a result of the very good monitoring that has happened in the past.

Language and literacy across the curriculum

- 62 The improvements in pupils' literacy skills are beginning to make an impression on the way literacy skills are being used throughout the curriculum. Very good attention to helping pupils, especially those whose home language is not English, use specific vocabulary associated with science and geography is aiding this process. The Creative Partnership Project sees an outside specialist music teacher making good links between music and literacy. Pupils carry out researches as part of their work in geography, history and religious education.

MATHEMATICS

Provision in mathematics is good.

Main Strengths and Weaknesses

- Pupils achieve well with very good progress noted in some years.
- Teaching is good overall and teachers use the National Numeracy Strategy well and this leads to very good achievement.
- Teachers make very effective use of Interactive Whiteboards to support good pace during lessons and maintain pupils interest in the subject.
- Classroom assistants and learning mentors give very effective support to a range of pupils and this improves pupils' confidence and attitudes to the subject.
- Basic skills sessions at the start of each school day make a significant contribution to independent and co-operative learning.
- Pupils' difficulties in understanding vocabulary within written problems are impeding them from achieving at the higher levels.

Commentary

- 63 Standards are below average in Year 2 and are above average in Year 6. This represents very good achievement as most pupils enter the foundation stage of learning with standards that are well below those expected for their age and leave school with standards that are generally around the national expectations. The 2003 National Curriculum tests indicate that standards at the end of Year 2 are in line with those of similar schools. At the end of Year 6 results are well above average when compared with similar schools with well above average progress when considering prior attainment. Pupils with special educational needs are very well supported by well-trained classroom assistants and, as a result of that support, they achieve as well as other pupils. Pupils whose home language is not English also do well. This represents continued improvement since the previous inspection.
- 64 The quality of teaching throughout the school is good. Teachers confidently use the National Numeracy Strategy flexibly and plan work that is carefully matched to the different needs of pupils in the class. Teachers work in close partnership with classroom assistants ensuring that individuals and small groups of pupils receive extra support that develops the lesson's objectives. Teachers make very effective use of Interactive Whiteboards to maintain both pupil interest and the good pace of lessons. Interactive Whiteboards programmes are well prepared by teachers and support very well the lesson's learning objectives. Teachers are very consistent in applying the school's high expectations for pupil behaviour.
- 65 Pupils that attempt to disrupt lessons are dealt with firmly, quietly and with understanding by all staff. Learning mentors are very effective in ensuring that lessons are not disrupted and that pupils presenting poor behaviour are counselled, given targets for improvement and are returned to the classroom quickly. This consistent, well-prepared team approach to teaching is ensuring a reduction in poor behaviour, the development of very good pupil attitudes to learning and improved standards of achievement. All lessons observed are characterised by pupil excitement and enjoyment of the subject. Teachers are maintaining a good ethos for learning. Discussions with pupils confirmed the breadth of the school's numeracy curriculum and the pupils' enthusiasm for the subject. Year 2 pupils confidently recalled the names and characteristics of two-dimensional shapes. Year 4 pupils were equally confident with the properties of three-dimensional shapes. Year 6 pupils enthusiastically entered into discussion about equivalent fractions.
- 66 Basic skills sessions at the start of each school day make a significant contribution to the development of pupils' mathematical knowledge and independent learning. These sessions

are characterised by a calm atmosphere and pupils concentrating on tasks set in pairs or independently. Some pupils make very effective use of computer programmes. The commercial resource used sets Year 6 pupils a progressively more difficult series of problems. Pupils readily work quietly in pairs testing each other's acquisition of number bonds and times-tables. Many pupils have difficulty understanding vocabulary within problems and teachers are highlighting vocabulary development in all lessons. This will enable more pupils to achieve at the higher level at the end of Year 6.

- 67 Teachers are using different strategies to assess learning, for example at the close of a lesson where pupils explain what they have learned. Work is marked well and appropriately for the age and ability of pupils. These various assessment strategies result in the pupils having personal targets for improvement. In discussion, pupils confidently explain what targets they must achieve to improve. A sense of partnership in learning between teachers and pupils is very evident and is making a significant contribution to standards achieved.
- 68 The use teachers are making of the National Numeracy Strategy, the consistent application of the school's behaviour management policy and the use made of technology across all lessons has resulted in a rise in standards. Management and leadership of the subject are both good and the vision of committed teachers means that there is capacity to identify any minor weaknesses in the subject and improve provision still further. This represents an improved position since the previous inspection.

Mathematics across the curriculum

- 69 The support provided for pupils to improve their basic number skills is helping them to be more confident in applying their number work in other subjects. This is particularly the case in design and technology, where pupils use their measurement skills and in history and geography, where they use tables, charts and graphs to explain issues.

SCIENCE

Provision in science is good.

Main Strengths and Weaknesses

- Standards have been low for many years but they are improving. Pupils achieve well as they move through the school.
- Teaching and learning are good and teachers' subject knowledge is also good.
- Pupils' poor oral skills reduce the quality of some work.
- Pupils with special educational needs and those with English as an additional language make good progress and achieve well.
- Teachers give clear explanations and demonstrations when involving pupils in practical work.

Commentary

- 70 Overall standards attained by Year 2 pupils are well below national expectations. Many pupils in Year 6 attain standards that are in line with national expectations and when compared to similar schools perform very well. Inspection evidence indicates that in the current Year 6 most pupils are on target to reach the nationally expected level. Overall pupils achieve well, especially when compared to their attainment in knowledge and understanding of the world when they first start school. Pupils capable of reaching higher levels are not always given sufficient challenge to achieve it.
- 71 The pupils achieve well because of the good quality of the teaching. Lessons are planned well and are developed effectively as step-by-step instructions are clearly given to the pupils. Teachers have secure knowledge of the subject, use Interactive Whiteboards very effectively

and have a good understanding of the pupils' needs. As a result they match the work carefully so that overall the pupils achieve successfully. Teachers are constantly seeking to improve the language of the subject as pupils have limited scientific vocabulary. Science vocabulary dictionaries are used well to help pupils learn words and concepts.

- 72 Pupils have good attitudes to their work and are guided and supported very well by adult support assistants. They listen well and are keen to participate in practical activities, working well together in small groups. Pupils in Year 6 worked effectively in small groups during an investigation on forces. They predicted and set up a fair test to explore the concept in some depth. Good use of ICT throughout the lesson both by the pupils and the teacher helped to further their understanding.
- 73 Leadership and management of the subject are sound. The subject leader has good subject knowledge and a good understanding of pupils' needs. There is some use of ICT to support learning in science. There is not yet an established programme for the systematic monitoring and evaluation of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are generally in line with national expectations and pupils achieve well as they move through the school.
- Staff confidence is raised by the support provided by the subject leader.
- There is good use being made of Interactive whiteboards in Years 3 to 6 to support learning in many subjects.
- The use of ICT across all subjects is unsatisfactory.

Commentary

- 74 There has been much improvement in this subject since the previous inspection. Pupils are now displaying skills that are largely in line with those expected for their age. In Year 6, for example, most pupils are confident in putting together a multi-media presentation and are familiar with using databases and access the Internet with some confidence. There has been a dedicated effort made to improve pupils' skill levels with the subject leader, who is new to the role, beginning to make an impact on raising staff confidence and helping to support the planning throughout the school. The use of ICT across the curriculum is not as effective but this is an improving situation.
- 75 The subject leader is new to the role but is a very talented teacher of ICT and this is beginning to have an impact across the school. In Year 5, where she was teaching pupils to use a database to search for different fields, she expertly used a familiar game with the pupils in the first instance to help them feel confident about the new skills that were being introduced. The use of the Interactive Whiteboard is again a strong feature with pupils being able to follow the instructions that much easier as a result. The use of the board also allowed the lesson to be taught to the whole class, therefore speeding up the process of skill development.
- 76 The school has made good progress in improving pupils' skill level over the past few years. The level of resourcing has improved greatly and this has had a positive impact. The school now has a well-structured and thorough planning system in place to help all staff be fully aware of their role in ensuring pupils are presented with opportunities to enhance their skill level. The needs of more able pupils have been thought of with extension activities available to them. However, there are occasions when these are not introduced quickly enough. Pupils

now have an individual portfolio, which is helping them to recognise what it is they do well. The level of staff confidence has increased significantly in the last few terms, especially since the introduction of the Interactive Whiteboards. The school recognises that the boards need to be placed in all other year groups and this is a priority for the future. However, the main priority is greater involvement of ICT across all subjects. This aspect is a weaker element of the subject as a whole.

Information and communication technology across the curriculum

77 Pupils' skill level has improved significantly over the past few terms. However, as yet, this has not coincided with improvement in the use of ICT across the curriculum. Older pupils, in particular, do use the Internet for a range of purposes, especially in their humanities work. However, there is not a consistent feature and the amount of use made of ICT across the curriculum is currently unsatisfactory. However, teachers in Years 3 to 6 are regularly using the Interactive Whiteboards in their classrooms to support work in a range of subjects, especially literacy and numeracy. This is enhancing pupils' skill level and increasing the pace of learning. However, there is recognition that the use of ICT more regularly across all subjects is a priority for this subject and is something that is recognised on the ICT development plan.

HUMANITIES

The provision for humanities is satisfactory.

78 During the inspection two lessons of religious education were observed but none in history and geography. Evidence was gained by carrying out a full work scrutiny, carrying out discussions with pupils about their work and examining the subject leaders intentions for the development of the subjects.

Provision in religious education is satisfactory.

Main strengths and Weaknesses

- There are good links between religious principles and how they relate to pupils' own lives.
- The leadership and management of the subject are at present underdeveloped.

Commentary

79 Of the lessons observed the quality of teaching and learning are satisfactory, which is similar to the findings of the previous inspection. It is securely based on the local Agreed Syllabus for religious education. In a Year 6 lesson pupils were involved in exploring thoughts and feelings about codes of conduct and moral issues linked to the Hindu religion. The understanding and knowledge shown by the pupils was good.

80 The leadership and management of the subject are at present underdeveloped. The subject leader became responsible for the subject in September 2003 and has yet to make any impact on standards across the school. There is no systematic programme of monitoring and evaluation of teaching and learning in this subject at the moment.

Provision in History and Geography is satisfactory.

Main Strengths and Weaknesses

- Curriculum coverage is appropriate.
- Pupils are developing a satisfactory knowledge of historical and geographical principles.

- 81 From the evidence of the work scrutiny and discussions with pupils it is clear that pupils are receiving appropriate curriculum coverage. They are developing satisfactory knowledge and understanding of historical topics and in geography develop a satisfactory knowledge of climate and use a wide range of resources to find out information. This was particularly apparent in Year 6 where pupils used the Internet to research information about how varying weather conditions influence the way in which the area is developed.
- 82 The subject leader for history has developed the role well and is organising a programme of enabling the systematic monitoring and evaluation of the subject to occur. This is linked to her performance management objectives. The leadership and management of geography are less well developed. The subject leader took up responsibility in September 2003 and is in the early stages of establishing a clear strategy to coordinate the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 83 No lessons were seen in each of the following subjects: design and technology, music and physical education. One lesson was observed in art and design. Discussions with pupils, co-ordinators and a scrutiny of planning and pupils' work indicate that standards are average for art and design, design and technology, music and physical education. Teachers' planning is very well based on National Curriculum requirements supported by national guidelines.
- 84 Work planned in **art and design** is varied and interesting. Expressions portraits in Year 6 indicate an attention to detail and subtle use of paint to indicate mood. Year 4 pupils show an appreciation of the fashion style of the 1960's when producing hat designs in clay. Work in the style of Edvard Munch 'The Scream' indicates that pupils use pastels with care to produce atmospheric works of art. Throughout the school pupils' art is framed and displayed very effectively to celebrate achievement and boost pupils self-esteem. Pupils' art work successfully contributes towards the vibrant appearance of the school's interior.
- 85 There are many examples of work produced in **design and technology** throughout the school. The subject is particularly well led by the subject leader and this good leadership ensures that all pupils continue to improve their design skills throughout the school. All pupils, in discussion, were able to talk with confidence about design projects and the processes used. Year 3 pupils make robots with moving parts powered by a variety of pneumatic inventions. These projects have enabled pupils to successfully investigate and evaluate a range of materials and develop a range of skills and techniques. The hand puppets produced by Year 2 pupils developed competent needlecraft skills for those pupils.
- 86 The school is involved in the 'Creative Partnership Project' and this project provides a rich source of initiatives. Pupils designed and made costumes, masks and headdresses for Hull's Summer Carnival Parade. Examples of the work indicate that pupils have had many opportunities to work with a variety of textiles and other materials.
- 87 The school has made good use of a **music** specialist, through the 'Creative Partnership' project, to work alongside class teachers boosting their expertise and confidence to deliver the subject. These sessions have a link to literacy. Foundation aged pupils are using the rhythms contained in the words of the Billy Goats Gruff story. This makes a significant contribution to their phonic awareness. Other pupils receive flute and clarinet tuition and pupils constructed and planned junk instruments for the Hull Carnival.
- 88 In **physical education** teacher planning indicates that all strands of the subject are delivered, including swimming lessons. Teachers' work hard to overcome difficulties experienced within a hall that is presently too small to meet the needs of all pupils. A significant improvement project is planned in the near future. A range of outside agencies enriches the sporting curriculum throughout the year, including Hull Rugby Club, Hull City and Yorkshire Cricket Club. Break-dancers have provided a workshop and the school intends to further improve

the programme for dance. The school's provision in creative, aesthetic, practical and physical subjects has made satisfactory progress since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is good.

Main strengths and weaknesses

- There is good involvement of learning mentors to help meet the needs of pupils who suffer emotionally.
- The needs of pupils with special educational needs are well addressed by support assistants working in each class.

Commentary

- 89 Provision for personal, social and health education and citizenship is good. This area of the curriculum is given high priority by the school because it recognises that it helps to meet the distinctive needs of several pupils who attend the school.
90. All teachers use a short period of time before lunch for circle time activities. During this time pupils are provided with opportunities to discuss issues that relevant to them both in and out of school. The arrangements help to enhance the quality of pupils' personal, social, health and citizenship education. The school's learning mentors provide circle times for smaller groups of pupils who require more intensive support. As a result of this additional support the provision in this area is contributing to the reduction in exclusions at the school and the obvious happiness and enthusiasm exhibited by the majority of pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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