

# INSPECTION REPORT

## **KINGSWAY PRIMARY SCHOOL**

Goole

LEA area: East Riding

Unique reference number: 117936

Headteacher: Mrs Christine Walker

Lead inspector: Mr Declan McCarthy

Dates of inspection: 12-14 July 2004

Inspection number: 264212

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	335
School address:	Fountayne Street Goole
Postcode:	DN14 5HQ
Telephone number:	01405 763716
Fax number:	01405 763716
Appropriate authority:	Governing body
Name of chair of governors:	Mr Michael Armitage
Date of previous inspection:	November 1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated in Goole and is bigger than most primary schools. Of the 335 pupils on roll 52 are part-time children in the nursery and 39 full time children in the Reception Year. Nearly all pupils are of white British heritage and a very small number are other white backgrounds (white Irish, white other background and any other mixed background). There are very few pupils who speak English as an additional language (first language is Spanish), no travellers, refugees nor asylum seekers. Mobility is high (28 per cent), the percentage of pupils with special educational needs is well above the national average, and the percentage with a statement of special educational needs is above average. Nearly all pupils' special educational needs consist either of moderate learning difficulties or social, emotional or behavioural difficulties. A very small number of pupils have autism. The number of pupils eligible for free school meals is above average but there are significant factors of socio-economic disadvantage. Pupils' attainment on entry to the school is low. The school roll is falling. The school gained the Activemark award and Investor In People status in 2001, the Basic Skills Quality Mark in 2003 and the East Riding Accreditation for Inclusion in 2004. The school is also involved in a number of initiatives including Leadership Development Strategy in Primary Schools, The Children's Fund and Teaching Children Talking. The school is part of an 'Excellence Cluster' of 14 schools within the LEA.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23886	Declan McCarthy	Lead inspector	Religious Education Music Physical Education
9974	Daljit Singh	Lay inspector	
16761	Melvyn Hemmings	Team inspector	Mathematics Information and communication technology Art and design Design and technology
23319	Jozefa O'Hare	Team inspector	Foundation Stage Science
32133	Joan Elton	Team Inspector	Special educational needs English as an additional language English Geography History

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school with very good features. All pupils achieve well because teaching, learning and the curriculum are good. The inspired leadership of the headteacher has resulted in very good leadership and management overall, a very good ethos for learning, strong teamwork among staff and very good inclusion for all pupils. The school cares for and supports its pupils very well. There are very good links with other schools and the community. The school provides very good value for money.

The school's main strengths and weaknesses are that:

- Although standards are below average, pupils' achievements are good because they concentrate and work hard as a result of teachers' high expectations.
- Although most pupils' attendance is very good, it is poor for a very small number of pupils and this affects their achievement.
- The very good inclusion and very good support arrangements have led to very good achievement of pupils with special educational needs.
- The school has excellent provision for raising pupils' self-esteem, resulting in a very good ethos, high quality care and very good provision for pupils' spiritual, moral, social and cultural development. As a result, pupils have very good attitudes to learning and very good personal development.
- Very good extra-curricular activities and very good links with other schools and the community enrich pupils' learning.
- Although assessment is very good, target setting in mathematics is not yet fully developed and marking of pupils' work does not fully inform pupils of what they need to do to improve.
- Teachers' planning for religious education does not always include sufficient reference to learning from religion.

The school has made good improvement since it was last inspected in November 1998. The key issues identified then have been well addressed. The school has been placed within the 'Successful and Effective' band of the local education authority (LEA). Leadership and management are now very good. The curriculum, inclusion and the quality of care are also very good. Pupils' spiritual, moral, social and cultural development is very good and they have very good attitudes to learning. There are very good links with other schools and the community. The school has successfully achieved a number of awards, is involved in some very creative initiatives and is now well placed to improve further under the excellent leadership of the headteacher.

### STANDARDS ACHIEVED

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	C
mathematics	E	E	E	D
science	D	D	D	C

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

Pupils' **achievement** is **good**. In 2003, the school's Year 2 and Year 6 test results were below average in English and science, and well below average in mathematics. Compared to similar schools, Year 2 results were well below average in reading and writing and below in mathematics. Year 6 results compared to similar schools were average in English and science, and below average in mathematics. However, given the high proportion of pupils identified with special educational needs and the high numbers of pupils who enter and leave the school during the year, pupils' achievements are good. Pupils in Year 2 are currently reaching standards which are below average nationally in reading, writing and mathematics. Pupils in Year 6 are currently reaching standards which are below average in English and mathematics, and broadly average in science. Children in the nursery and reception year are also reaching standards expected for their ages in all areas of learning so that by the end of the Reception Year, most are on course to reach the goals expected of their age. Given their low attainment on entry to the school, children's achievements in the nursery and reception year are therefore very good. Pupils with special educational needs are achieving very well.

**Pupils' personal qualities** and their spiritual, moral, social and cultural development are **very good**. They have very good attitudes to learning, very good relationships with others and their behaviour is good. However, attendance and punctuality are unsatisfactory.

## **QUALITY OF EDUCATION**

The school is providing a **good quality of education**. **Teaching is good** and as a result pupils' learning is good. Teaching in the Foundation Stage is very good, resulting in very good learning. Assessment is very good overall. However target setting in mathematics is not yet fully developed and marking of pupils' work in mathematics does not always move pupils' learning forward.

The curriculum is good with a very good range of clubs and educational visits to enrich learning. The school cares for its pupils very well. There are very good links with the community and other schools and links with parents are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management** are **very good**. The headteacher provides excellent leadership and receives very good support from key staff. Subject leadership is very good and school governance is good. The governing body has a good knowledge of the school's strengths and weaknesses, challenges the work of the school and effectively monitors the school's work. The school is also managed very well and runs very smoothly. The school complies with statutory requirements.

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

Parents are positive about the school and recognise the good teaching and high quality care provided by the school. Pupils are very happy at school, show respect for staff and enjoy learning new things.

## **IMPROVEMENTS NEEDED**

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

- to continue to work closely with those parents of the small minority of pupils whose attendance and punctuality are poor, in order to improve that attendance;
- to develop further assessment in mathematics, particularly in target setting and the marking of pupils' work, in order to raise standards further;
- to ensure teachers' planning for religious education always includes learning from religion.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are below average overall but pupils' achievements are good. Children achieve very well in the nursery and reception year in response to consistently very good teaching. Pupils with special educational needs and the very few pupils who are at an early stage of learning English achieve very well. In Year 2, boys performed less well than girls in reading and mathematics.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve very well because very good support is provided for their learning.
- Although results of national tests in 2003 were well below average in Year 2 and in Year 6, pupils throughout the school are achieving well.
- Very good use of assessment information and support ensures very good achievement of pupils with special educational needs and the very few pupils who are at a very early stage of learning English.

#### Commentary

1. Children in reception entered the nursery with well below average levels of skill in language and literacy, numeracy and personal social and emotional development compared with those usually found at this age. By the end of the reception year children's attainment rises so that most pupils are on course to achieve the early learning goals. As a result, children's achievements are very good in nearly all areas of learning, due to very good teaching and the support provided for children of all abilities in lessons.
2. The table below shows a dip in the Year 2 national test results in 2003 compared to the 2002 results. Boys performed less well than girls in reading and in mathematics. Nevertheless results were just below average compared to similar schools. National data shows that standards, over the last three years, are below the national trend, mainly due to the high proportion of pupils identified with special educational needs. Nevertheless, pupils are achieving well, as standards in reading, writing and mathematics for the current group of pupils have risen to below average as a result of the systematic teaching of phonics, handwriting and spelling, and the use of very effective tracking system to monitor pupils' progress, set realistic targets and match teaching to particular needs. Pupils are achieving very well in science and are also achieving well in other subjects such as ICT and RE.

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

Standards in:	School results	National results
reading	13.2 (15.6)	15.7 (15.8)
writing	12.0 (13.5)	14.6 (14.4)
mathematics	15.3 (17.2)	16.3 (16.5)

*There were 39 pupils in the year group. Figures in brackets are for the previous year.*

3. Year 6 results in national tests were slightly better in English and mathematics in 2003 compared to 2002 and they remained almost the same in science. However, a high proportion of pupils in this group were identified with special educational needs, a significant number of pupils, who entered with low prior attainment, were in school for less than two years before

taking the tests, and a very small proportion of higher attainers who were expected to gain Level 5 were absent for the tests. These factors account for well below average standards in English, mathematics and science for this group of Year 6 pupils. Compared to similar schools (prior attainment), standards in all core subjects at Levels 4 and 5 were well below average overall. However, they were slightly better in English at Level 5 where results were below average. National data shows that over the last five years the trend in the school's performance was below the national trend. However, the school's own analysis of value added indicates good achievement, which is also confirmed by LEA monitoring and inspection findings. This inspection shows that standards in science and ICT are broadly average and below average in English, mathematics and religious education. Currently, pupils of all capabilities in Years 3 to 6 are achieving well because teachers set high expectations for learning, and make very good use of assessment to set targets and match work closely to individual needs. This is confirmed by the school's performance against its own targets. In 2003, the school exceeded its targets for Levels 4 and 5 in English. Although it just fell short of its Level 4 target in mathematics, the school well exceeded its Level 5 target. The main reason for the shortfall at Level 4 in mathematics is a lack of clear individual target setting by teachers. The school is also on course to meet its more challenging targets in 2004. Pupils in Years 3 to 6 are also achieving well in other subjects such as ICT and religious education.

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

Standards in:	School results	National results
English	25.7 (24.8)	26.8 (27)
mathematics	25.1 (24.1)	26.8 (26.7)
science	27.6 (27.7)	28.6 (28.3)

*There were 64 pupils in the year group. Figures in brackets are for the previous year.*

- Pupils with special educational needs are helped very effectively to achieve as individuals and as group members. Careful timetabling for work in special groups enables pupils to acquire the necessary skills, knowledge and understanding to enhance their general access to the curriculum. Very good assessment of progress leads to individual target setting and review. This is shared with pupil and parent. The very few pupils at a very early stage of learning English are helped by a hard working and effective team of staff from the school and LEA to work towards such targets. Success is always recognised and celebrated. In this way a pupil's self-esteem is continually raised. Although only in school a very short time these pupils are achieving very well and are learning to understand and communicate in English rapidly. This is because of the practical support given by class teacher and pupils, the introduction of an individual learning programme and the practical nature of the curriculum, which caters for different styles of learning.

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

Pupils' very good attitudes and relationships and good behaviour are fostered by very good spiritual, moral, social and cultural experiences, which enable pupils to learn and develop in a very harmonious environment. Attendance is below the national average, but continues to improve.

**Main strengths and weaknesses**

- Pupils benefit greatly from the excellent provision for raising their self-esteem.
- Very positive attitudes, relationships and good behaviour indicate that pupils enjoy school and want to learn.

- Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.
- The attendance rate of a few pupils is currently too low and their punctuality is unsatisfactory.
- Pupils serve their school and wider community with pride and unquestionable loyalty.

## Commentary

### Example of outstanding practice

**The excellent provision for raising pupils' self-esteem has resulted in very good attitudes to learning, good behaviour and very good personal development.**

To overcome the very low self-esteem experienced by a significant number of pupils, the headteacher and deputy head visited a primary school in Washington D.C. to learn how American teachers combat low self-esteem. A number of exciting and very effective initiatives have been introduced in the school which focus on raising pupils' self-esteem. These include closer work with families through nurturing groups, a strong emphasis on rewarding pupils with certificates, cups and an achievement board, and the introduction of emotional literacy known as emotional literacy for support (ELFs). Support assistants were encouraged to embark on training which enabled them to develop the ELFs programme and have implemented it very effectively. Consequently, there are dramatic improvements in pupils' confidence as learners. They are very enthusiastic and well behaved in lessons, they have very good relationships throughout the school and they show very good personal development. In addition these pupils are achieving very well. As a result of the success of this programme, good practice has been shared with other schools within the LEA, and the partner school recently received a very good Ofsted report on similar provision. The support assistants have now written a book so that this exceptional practice can be shared nationally.

5. The poor attendance and timekeeping of a few pupils affect their achievements and personal development. The school works hard to improve attendance and punctuality by rewarding full and improved attendance levels, working with the educational welfare officer to support disaffected pupils, especially those who have a phobia about school, and consistently discouraging the taking of family holidays during term time. This action has raised attendance, but the existing level is slightly below the national level.

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

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.7
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.*

6. Pupils usually have very good attitudes in lessons; it is rare for these attitudes to be less than satisfactory. Most pupils listen attentively, are keen to answer questions and tackle work enthusiastically – including those with special educational needs and English as an additional language. Teachers' ability to sustain frequently high levels of interest in lesson content and set suitably challenging tasks ensures pupils of all abilities do well. Pupils invest their time wisely and take an active part in activities beyond lessons. They play and enjoy different sports, visit places of interest and extend their learning through the lunch and after-school clubs. This enables pupils to learn, develop themselves as individuals, promote co-operation and prepare for life in a multi-racial community, which in turn promotes their self-esteem and confidence to learn.
7. Pupils are very keen and confident to try new work because teachers have high expectations of them and give appropriate support to ensure their success. There is much respect between pupils and teaching staff, who are very good role models. As a result, pupils listen to and co-operate with each other. Like their teachers, they value each pupil's contribution. Very good foundations are laid in the nursery for the development of pupils' personal qualities. Children achieve very well from a low base in personal, social and emotional development in the Foundation Stage, and by the end of the reception year they reach the expected standards.
8. A well-established system of rewards and sanctions enables pupils to exercise self-control and self-discipline. Therefore, much more often, behaviour is good in classrooms, around the

school and in the playground, where pupils play harmoniously together. The caring ethos of the school results in pupils knowing right from wrong and showing good consideration for others. However, very occasionally there are incidents of inappropriate behaviour from some less disciplined pupils, which affects teaching and learning. These concerns are very effectively dealt with and ensure that staff and pupils enjoy very good relationships and the partnership helps to raise pupils' self-esteem and confidence.

### ***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	316	15	0
White – Irish	1	0	0
White – any other White background	1	7	0
Mixed – any other mixed background	1	0	0

9. Pupils enjoy serving their school and wider community as class monitors, year councillors and buddies to younger pupils. These experiences of school life enable pupils to be happy, successful, keen learners and help them to grow into young people who are fulfilled and able to make a very positive contribution to their school and wider community.
10. The underlying messages promoted consistently through the school, about the importance of living together harmoniously and respecting others, make a real impact and are reinforced through reflection, both in circle and story time, and the ELF's programme. This contributes powerfully to pupils' personal development, particularly their moral, spiritual and cultural development, all of which is very good.

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

The quality of education provided by the school is good. A good curriculum, with very good opportunities for enrichment and very good inclusion of all pupils, promotes learning for all groups of pupils. Teaching and learning are good and assessment is very good overall. Pupils are very well cared for and there are very good links with the community and other schools. Links with parents are good and improving.

### **Teaching and learning**

Teaching and learning are good overall with a significant proportion of very good or better teaching. As a result, pupils' learning and achievement are good. Assessment is also very good. Teaching in the Foundation Stage is consistently very good and leads to very good learning and achievement.

### **Main strengths and weaknesses**

- Teachers' high expectations for pupils' learning and their secure subject knowledge ensure good achievement.
- Teaching and learning in the Foundation Stage are very good and lead to very good achievement in most areas of learning.

- Very good teaching support is provided for pupils with special educational needs and those at a very early stage of learning English.
- Teachers manage behaviour very effectively, maintaining very good relationships with pupils, which promotes good behaviour and very good relationships.
- Generally, teachers make very good use of assessment information to promote pupils' learning and achievement.

## Commentary

### Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	14 (30%)	24 (51%)	7 (15%)	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.*

11. Teachers challenge pupils' learning, set high expectations for both learning and behaviour, and match work closely to individual needs in well-planned lessons. As a result, pupils of all abilities are achieving well and any gender differences are effectively minimised. In their questionnaires and in discussions, parents and pupils strongly support good teaching throughout the school. Teachers' secure subject knowledge also promotes good learning as pupils acquire new skills quickly. Pupils said that teachers expect them to work hard and help them when they are stuck. High expectations for learning have resulted in pupils feeling more confident and enthusiastic in their learning.
12. Nursery and reception class teachers closely match work to children's different ability levels and have a very good knowledge of how to develop learning and promote achievement with young children. Teachers work very effectively with support staff to ensure that a careful introduction to literacy and numeracy provide a smooth transition to the National Curriculum in Year 1. Very good teachers' planning takes into account the diversity of children's interests, capabilities and their prior attainment. The quality of teaching is very good across most areas of learning, which represents very good improvement since the last inspection, as a result of the very good leadership and management of the two co-ordinators.
13. Teaching and learning are very effective for pupils with special educational needs because systematic assessment is used to plan learning programmes which match individual needs in language, mathematics and social, personal and emotional development. These programmes contain clear, achievable and practical targets, which are incorporated into lesson plans, and which are monitored by well-trained specialist staff from the LEA and school. Teaching assistants, who often work very well alongside pupils in class, are given appropriate training to deliver aspects of pupils' learning programmes. Innovative Talk programmes to meet pupils' social and emotional needs are delivered very effectively by teaching assistants, as are additional ICT sessions, which help consolidate general class objectives. Very good support is given to the very few pupils who are at an early stage of learning English, for example, by using parents, who speak the pupil's first language. This arrangement encourages development in both languages and gives the pupil the opportunity to discuss her new school experience and ask any questions. In class the pupil sometimes responds in writing using her first language and through the use of a translator the class teacher assesses these contributions for overall development.
14. Pupils' behaviour is very well managed by teachers and, as a result, pupils focus on their learning, listen carefully, follow instructions, take turns and try hard in lessons. Teachers also maintain very good relationships with pupils. Consequently, pupils have very good relationships with others and behave well in lessons. Highly effective staff training has led to good improvement in staff's management of behaviour.

15. Teachers make very good use of assessment information to track pupils' progress and move their learning forward. The high quality procedures for assessment and their use, identified as a strength of the school at the time of the previous inspection, have been maintained. Individual and group targets are set to raise achievement and these are reviewed regularly to set new targets. Teachers make very good use of the analysis of pupils' performance in national tests to set new targets, monitor trends and track pupils' progress. Pupils with special educational needs have specific targets on their individual education plans to ensure they make good progress in learning. However, target setting in mathematics is not yet fully developed and marking of pupils' work in mathematics does not always provide enough information for pupils to move forward in learning. Pupils' achievements are systematically recorded over time and teachers make very good use of this information to plan sequences of lessons and ensure that there is a close match between teaching and the different needs of individuals and groups of pupils.

## **The curriculum**

The curriculum is effectively broad and balanced with very good opportunities for enrichment that extend beyond the school day. Accommodation and resources are good.

### **Main strengths and weaknesses**

- The curriculum is planned well, with emphasis on giving pupils interesting practical activities.
- There is an extensive range of educational visits and visitors to extend pupils' learning.
- There are many good quality opportunities for pupils to practise their literacy and numeracy skills across the curriculum.
- Provision for pupils with special educational needs is very good and enables them to achieve very well.
- Pupils are prepared well for the next stages in their education.
- Short term planning for religious education is inconsistent and restricts pupils' achievement.

### **Commentary**

16. The curriculum is good and meets all statutory requirements. In the nursery and reception classes the emphasis is on raising children's' confidence and self-esteem, which is important as many start school with poor social skills. In Years 1 to 6, the National Literacy and Numeracy Strategies have been put into place well, with pupils having good quality opportunities to refine their literacy and numeracy skills in other subjects. This is an important factor in the good achievement that pupils show in English and mathematics. Since the previous inspection, the provision for ICT has been much improved by the creation of a computer suite, which allows whole class teaching of skills in the subject, as well as training to improve teachers' expertise. As a result, pupils make good progress and now achieve standards that are expected for their age. In religious education, the short term planning does not always include references to learning from religion, which limits pupils' progress in this aspect of the subject. There is a strong curriculum for physical education, which has been recognised by the gaining of the Active Mark Gold Award. Curricular planning is now being further developed to help pupils to make better use of skills learned in one subject to support their learning in others. The headteacher makes excellent use of national and local initiatives to enrich the curriculum.



17. There is a strong commitment to developing pupils' creative talents as well as their academic ones and they are able to take part in a variety of rich and exciting experiences in art, drama and music. There has been good use made of visitors such as sculptors, artists and poets who have worked with the pupils to develop a variety of skills. The school also gives all pupils opportunity to take part in an extensive range of visits, which enrich the curriculum by providing further significant learning experiences. Pupils can also take part in a wide range of extra-curricular activities, such as art, cricket and football clubs.
18. The planning for personal development is very good, within a fully inclusive curriculum. Pupils with special educational needs are very well supported, with their individual educational plans having specific and manageable targets. This enables them to make very good progress and achieve very well, particularly in English. There are also some high quality intervention strategies, such as further literacy support and ELFs, which are having a very good effect on the achievement of specific groups of pupils. Pupils of the same age in different classes are given similar learning experiences to ensure that they have equality of opportunity. Throughout their time in school, all pupils are prepared very effectively for the next stages of their education, which is exemplified by the strong links with the local high school for when they transfer there.
19. There is a good match of teachers and support staff to the curriculum so that the needs of all pupils are met well. The resources for teaching and learning, including the range of books for independent research, are plentiful and of good quality. The accommodation includes extensive grounds and spacious inside areas with attractive displays of pupils' work that provide a stimulating setting in which to learn. The outdoor area for the nursery is too small and there is no discrete area for reception to use, which hinders children's progress in using outdoor play to develop their learning. There has been good improvement since the previous inspection when key issues were to improve accommodation and increase the quantity and quality of books in the library.
20. There is a very well resourced room for pupils with special needs and they have full access to the curriculum. Many strategies are used to ensure this including effective dialogue between all staff, organisation of learning targets into small steps and modification of resources and recording. The school regularly evaluates its very good provision for inclusion and is receptive to all developments to enhance the learning of its pupils. Very good provision for the very few pupils at a very early stage of learning English enables full access to the curriculum.

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

The quality of care, support and guidance provided for pupils is very good and enables them to learn in a very confident and motivated manner. This is complemented by the good provision for pupils' welfare and well-being, which ensures the school community learns in safe and secure environment. Pupils are very effectively involved in decision making in the school and their views are actively sought.

### **Main strengths and weaknesses**

- Staff provide very good care, support and guidance, which forms a very secure foundation for learning and the very trusting relationships evident during the inspection.

- Induction arrangements for new pupils are efficient and very effective.
- There are very good policies and procedures for monitoring, promoting and achieving good behaviour and for discouraging anti-social behaviour.
- Pupils have very good opportunities to share their ideas of how to improve the school and community.

## **Commentary**

21. Pupils get very good support and guidance through the school's rigorous monitoring of their academic performance, particularly in English, mathematics and science. Such guidance is bolstered by information teachers gather from work in personal, social and health education lessons, the ELFs programme and the monitoring of behaviour and discipline. This ensures that every child has equal access to the learning opportunities on offer.
22. The headteacher and staff are very good role models and provide a consistent and caring learning environment which has very good standards of discipline and encourages and achieves mutual respect, communication, cooperation and self-discipline. This environment promotes and develops trusting relationships and positive self-esteem, as well as enabling pupils to learn happily, safely and securely.
23. Induction arrangements for new pupils are very effective. Parents agree that arrangements for children starting school help them to settle in very quickly and it is clear that new pupils are helped to adapt to school routines efficiently. There is close liaison with new parents and both parents and children are invited into the school to support social and sports events. This helps children to acclimatise into the school environment. Staff make home visits and establish effective channels of communication between school and home. There are good arrangements to keep parents informed and to answer any concerns they may have about their child settling in the school. These arrangements help staff to provide a very caring and supportive environment in school and for pupils to make a smooth transition from home to school.
24. The school works effectively with the school council and older pupils and regularly seeks, values, and where appropriate, acts upon pupils' views. This partnership makes a significant contribution to the learning, welfare and well-being of the school and wider community. Pupils recently worked with the local council to address the litter problem in the area.
25. Pupils with special educational needs have trusting relationships with several adults who support and work with them as they progress through the school. Their views are incorporated into individual educational plans and their reviews. They also know their own individual targets and what they must do to achieve them.

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

The school continues to enjoy a very strong and constructive relationship and linkage with the wider community, including neighbouring schools. This invaluable work is complemented by the school's good relationship with most of its parents, who value the school's work. These arrangements very effectively support pupils' achievement and personal development.

## **Main strengths and weaknesses**

- Good quality information is given to parents about the work of the school and its daily life and parents are encouraged to form a secure learning partnership with staff.
- Very good links with the local community extend pupils' understanding of the wider world.
- The school has very good links with other schools and educational institutions. The headteacher and staff members' high levels of professional expertise facilitate these.

## **Commentary**

26. Regular opportunities are provided for parents to increase their understanding of what is taught through classroom displays, curricular information, annual reports and parents' evenings and workshops. Annual reports, consultation evening and workshops ensure that parents are informed of any progress the child makes and how best parents can help. Parents are encouraged to come into school and support learning in the classroom or around the school. Some parents are keen to support teaching and learning and hear children reading, support educational visits and help in after-school clubs.
27. Most parents support the school by working and supporting the invaluable work of the Parents' and Teachers' Association. For example, they help to raise funds which enable the school to purchase equipment and support teaching and learning. These arrangements promote and sustain effective parent and staff relationships. However, some parents fail to observe the home school agreement and do not observe the school's policy on attendance and punctuality.
28. Parents of pupils with special educational needs are involved in the writing of their child's individual educational plan and are kept informed of their child's progress to meet targets. Materials are also provided so that they can assist their child at home. Parental volunteers regularly hear all pupils read to provide them with further practice. Parents of the very few pupils who are at a very early stage of learning English have been contacted about the school's provision and their views have been sought.
29. The school also values its work with the wider educational community. The transfer of information on pupils with partner schools is efficient and timely. Its arrangements with feeder high schools are very effective and supportive of transition. The partnership ensures very effective subject links and regular and well informed consultations between staff, including a strong partnership and information exchange between the cluster of primary school heads and special needs coordinators.
30. The school's invaluable wider community links are used very well in enhancing pupils' experience and overall educational provision. Excellent coaching is provided for pupils by sports clubs, which support pupils' physical and emotional development. Visitors from the church and charitable organisations ensure pupils' spiritual experiences are enhanced. The police and fire service provide information and advice, which ensures the school community learn in a safe environment. As a result, pupils continue to make informed choices and become independent and mature citizens of the school and wider community.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher provides excellent leadership and management. The senior management team and subject co-ordinators provide very good leadership and management overall. School governance is good.

### **Main strengths and weaknesses**

- The inspired leadership of the headteacher has led to a very good ethos for learning and achievement, effective continual school improvement and strong teamwork among staff.
- The senior management team and subject co-ordinators support the headteacher very effectively in raising standards and school improvement.
- Provision for special educational needs is very effectively managed.
- There is very good management throughout the school.
- The governing body effectively supports and challenges the school's work.

### **Commentary**

#### **Example of outstanding practice**

**The inspirational leadership of the headteacher has led to a strong team drive for improvement and the establishment of a very inclusive ethos which breaks down significant barriers to learning.**

The headteacher has successfully empowered staff to pursue a number of national awards and initiatives for the benefit of the whole school community. These include Investors in People with a strong emphasis on staff development, the Activemark award for promoting and developing sport, the Basic Skills Quality Mark and Teaching Children Talking to promote high achievement. Furthermore the establishment of Family nurturing groups and provision for emotional literacy has led to a very good ethos for learning and achievement, where staff expectations are high for all pupils and effort is rewarded as much as achievement. Pupils are challenged by staff to show initiative, through, for example, the successful presentation of their wish for more litterbins in the community to members of the town council. Excellent links established with the local special school have provided pupils from both schools with very good opportunities to participate in various activities such as sporting events and ensured significant cost savings in the forthcoming plans to develop a shared outdoor activity area for both schools. In recognition of its work on inclusion and the successes the school has achieved in managing difficult behaviour and raising self-esteem for all pupils, the school has been awarded the East Riding Accreditation Gold Award for best practice.

31. The very good support of the senior management team and subject co-ordinators has led to good improvements in teaching, learning and pupils' achievements. Staff support each other very effectively, assist the headteacher in formulating and reviewing priorities for improvement through well-conceived action plans, and effectively monitor teaching and learning. The co-ordinator for special educational needs leads a very capable team of staff who successfully provide for pupils who do not respond well to school or have difficulty in learning. She is open and accurate about the school's practice and continually seeking ways of improving provision for the pupils. Most teaching is very effective but programmes are regularly under review to increase their effectiveness. She is very well informed and has introduced an administrative system which tracks pupils' progress efficiently so as to give clear insight of a pupil's difficulties and signify the way forward without being too bureaucratic. All staff are encouraged to develop their skills and the Emotional Literacy programme to develop pupils emotionally, written by two teaching assistants, reveals that staff are deployed to their best effect. Pupils at a very early stage of learning English benefit from additional staffing provided by the LEA, together with a programme of work and materials to guide discussion. The LEA's specialist teacher will monitor the effectiveness of provision on a regular basis.

32. The governing body has a very good knowledge of the school's strengths and weaknesses, they visit the school regularly and have worked closely with the staff to monitor and review the work of the school. Governors have successfully established formal links with co-ordinators to review provision in subjects on a regular basis. Through their committees and in discussions with co-ordinators during visits, governors challenge the work of the school. This has led to very good development planning with a strong emphasis on raising standards and continual improvement.
33. The school is managed very well and functions efficiently and effectively on a day-to-day basis. The headteacher's excellent management of the school within the context of falling rolls and compulsory redundancies has minimised the potentially negative impact this will have on teaching, learning and achievement. Very good analysis of performance data by the headteacher and key staff has led to the very good development planning and improvements in pupils' achievements through the setting of challenging yet whole school targets for pupils' performance in national tests. Very good provision for staff development and training is linked precisely to performance management arrangements, which in turn are embedded in school priorities for improvement. These arrangements are very effective in bringing about improvements in teaching, learning and pupils' achievements and resulted in the school's recognition of the issues of this inspection. The budget is very well managed and the school benefits from very good support from the finance officer. Regular budget statements are prepared for the finance committee of the governing body to scrutinise. Although the proportion of the budget carried forward to the current financial year appears high, all monies are ear-marked for capital expenditure for improving the school's accommodation. The school is very effective in achieving best value. For example, through the inspired appointment of ICT technician time the school has saved a very high proportion of its budget for ICT without compromising on quality, as the technician facilitated the purchase of high quality computer resources at considerable price reductions. The LEA print-out of the school's expenditure on ICT shows that it is the lowest in the county with the school achieving best value in its spending decisions.

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

Income and expenditure (£)	
Total income	922,396
Total expenditure	870,540
Expenditure per pupil	2,142

Balances (£)	
Balance from previous year	43,741
Balance carried forward to the next	95,597

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

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

34. Children's attainment on entry is well below average in all areas of learning. They start on the Foundation Stage curriculum in the nursery and make very good progress towards achieving the early learning goals, which most of them do by the end of the reception year. Teachers and staff plan the curriculum very well to make it appropriate to children's learning. The nursery and the reception classes work very closely to the spirit of the Foundation Stage learning programme. The curriculum provides the children with many good opportunities to explore and to investigate inside and outside the classroom. At this time of the year, the reception class teachers sensibly introduce a modified literacy and numeracy session to make the curriculum more formal. This enables the children to transfer smoothly into Year 1. As a result of the very good leadership and management of the two co-ordinators, provision in this area has improved very well since the previous inspection. The quality of teaching is consistently very good and contributes to children's very good achievements. As a result, the school has created a very strong foundation for children's future education. Planning is very good, as it takes account of children's interests, abilities and progress. The close teamwork between all staff ensures that information is shared and used to guide children's next stage of learning. It is central to successful inclusion, enabling all children, including those with special educational needs, to make very good progress. The nursery nurses and classroom assistants provide valuable well-planned support to groups of children. Resources are generally good and very well used by staff and children. Accommodation is satisfactory overall, but the outdoor area is limited for children's learning and for ambitious play. However, during the summer holidays, outdoor areas are to be developed specifically for Foundation Stage children.

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

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

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

- Children achieve very well through the very good teaching they receive.
- Teachers and staff ensure that all children feel secure, valued and included.
- The staff provide a very good balance between child- and adult-initiated activities, which promotes children's independence in learning.

#### **Commentary**

35. Children achieve very well in personal, social and emotional development because of the very good teaching and reach the appropriate learning goal by the end of the reception year. Teachers and staff enjoy very good relationships and the mutual respect with children. The staff have very high expectations of behaviour and learning, to which children respond positively. Throughout the three classes, there is a calm learning environment. Children behave well and take responsibilities when organising their play. Through the variety of activities provided for them for independent play, children know how to organise themselves and understand that there are rules for working and playing together. They share resources and generously take turns in the Seaside Shop in the nursery and play amicably while joining in with the teddy bears' picnic in the reception class. Children are enthusiastic, independent learners, as a direct result of the attention the staff give to this crucial area of the development. The very good balance between teacher- and child-

initiated activities enables the children to make choices and to develop independence further. This is also seen in the way that the staff have involved both the nursery and the reception classes in drawing up plans for the outdoor area. Their views and suggestions were taken on board and modifications made accordingly.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children achieve very well and reach average standards because teachers and support staff are particularly skilled in developing children's language skills.
- The very strong focus on talk across all areas of children's learning lies at the heart of children's very good achievement.

### **Commentary**

36. Children make very good progress in their communication, language and literacy through the highly skilful teaching they receive in nursery and in the reception classes. The staff training on talk, in which the nursery nurses are involved, is contributing very well to children's development of language. The impact of this is seen in the way that children confidently communicate across all areas of their learning. Teachers and staff seize numerous opportunities to extend children's speaking and listening skills. The nursery teacher, for example, made a commentary while working with children who were washing dolls' clothes and informed them that they needed to check if it was still raining. She asked them 'What will happen if it's still raining?' to encourage children to talk and to explain their thinking. One child suggested that the clothes would get wetter.
37. In the reception classes, the teachers have introduced a simplified literacy session to introduce the children to the letters and sounds needed to build their reading and writing skills. The particular strength is the support given to children of different abilities, to enable them to learn successfully. The more able children, for example, write simple sentences about their bear, such as 'I am happy' and understand that their sentence must start with a capital letter and finish with a full stop. They read words such as 'tremendous' and 'performed' fluently. The less able children use a word bank to help them write sentences such as 'I can see a frog'. Teachers successfully use role-play to encourage the development of children's language.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- The teaching of mathematical language and skills is very good; consequently, children achieve very well.
- Children learn through practical activities.

### **Commentary**

38. The very good teaching provided in the nursery and the reception classes results in children achieving very well. In consequence, they reach the early learning goal in this area. In the nursery and the reception classes teachers and staff plan and resource a very good range of

practical activities to give the children hands-on experience which leads them to understand shape, size, weight and capacity. The staff stress the importance of correct vocabulary and ensure that the children know and use it in their activities. In the nursery, children successfully acquire counting skills while selling and buying items in the Seaside Shop. They check the price list and count out the number of coins to pay for them. In the reception classes, children calculate the number of those who are present and those who will have sandwiches. When two children arrived after the registration, they added the total present correctly.

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

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

### **Main strengths and weaknesses**

- Children achieve very well through very good teaching.
- Teachers and staff create a lively learning environment to stimulate children's curiosity.

### **Commentary**

39. Children are provided with a wide range of experiences to stimulate their curiosity. As a result, they achieve very well and reach the required learning goals. The nursery teacher helps the children to explore their senses, as in tasting fruit juice and deciding which was their favourite. They grow bulbs and sunflowers and observe growth. This is a very good start to early scientific exploration. Children learn about their own and other cultures through the rich variety of experiences on offer. They know about the Chinese New Year and celebrate Harvest, Christmas and Pancake Tuesday. In all classes, children learn to use computers and competently paint bears, for example, in reception. Through being involved in planning the outdoor area, the children learn at first hand that they can make a difference to their environment, to ask questions, to make observations and to participate in their community.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Children are provided with very good opportunities to develop creativity.
- Children achieve very well because of the very good teaching they receive.

### **Commentary**

40. Children are provided with a very good range of stimulating activities, which enable them to develop their imaginative response. In consequence, children reach the appropriate learning goal. The nursery children happily join in with action songs, such as the holiday train, and imitate the actions and sounds of trains. Reception children participate in the Bears' Picnic, offering refreshments to each other and to adults. They use computers to produce illustrations for their stories and provide good detail, such as a bear having tea, and decorating the background imaginatively. In all classes, children are encouraged to express themselves through stories, paintings, music, mime and dance.

## **PHYSICAL DEVELOPMENT**



Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well through the good teaching they receive.
- Outdoor accommodation currently limits children's physical development.

### **Commentary**

41. Teachers and staff provide the children with numerous activities which maximise learning in this area. As a result, children achieve well in reaching the appropriate learning goal by the time they enter Year 1. The nursery children confidently use wheeled toys and skilfully manoeuvre them on the narrow, sloping area, without bumping into one another. The reception children do not have a discrete area for outdoor play, but staff utilise the hall to develop children's movement and control. In all classes, children use construction kits and malleable materials for a variety of purposes. In all activities, children learn health and safety rules, such as the need to warm up before undertaking exercise. Throughout these activities, teachers and support staff provide very good commentary and ask questions skilfully to extend learning across all areas.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards have risen.
- Teaching matches pupils' needs.
- Pupils with special educational needs achieve very well.
- Assessment is very effective but marking is not fully utilised.
- Leadership and management are very good.
- Literacy skills are extended effectively in other subjects.

### **Commentary**

42. Standards of current Year 2 pupils in reading and writing are below average. Last year's results in national tests were well below average nationally and compared with similar schools. This improvement has occurred because of the systematic teaching of phonics, handwriting and spelling, a number of interventionist strategies to promote talk and reading and a well constructed writing programme. Underpinning all of these is a very effective tracking system, which identifies strengths and weaknesses and calculates the amount of added value the school gives to each pupil. Such rigorous assessment is used to plan teaching and to set targets for pupils. As a result there has been good improvement in English since the previous inspection.

43. The above strategies, together with setting and an improved pupil-teacher ratio, continue to be effective throughout the junior years, so that by Year 6, standards in reading are average. However, because of the large number of pupils with special educational needs, the overall standard of English at Year 6 is still below average, as it was in last year's national test results.

44. Nevertheless, all pupils achieve effectively because good teaching and learning throughout the school have been maintained since the previous inspection. In Years 1 and 2, teachers have good classroom management skills, good subject knowledge and are good role models for speaking and listening. As a result, pupils learn the correct pronunciation of words, acquire an improved vocabulary and give reasoned answers to questions which require them to explain, predict, and summarise information. By the end of Year 2, because of good teacher modelling of writing, the use of a wide variety of literature and constructive marking, a large number of pupils can produce a cohesive piece of writing using sentences, with the more able using a growing range of adjectival and adverbial phrases and more effective connectives between sentences. With support the less able can also respond to the same writing themes but they struggle with spelling.
45. In Years 3 to 6, staff build successfully on these skills and introduce more grammar and a greater variety of writing. As a result, more pupils use Standard English and many find a genre of writing (often the argumentative letter or report!) with which they can succeed. Teachers engender a love of literature and pupils engage as listeners when they spot the weaknesses of Crusoe's survival techniques in Defoe's novel or unpick the meaning of a poem. Many Year 6 pupils enjoy reading and have a good range of strategies to decipher unknown words. However, the less able can also access most information they meet, although they have less strategies and a slower pace of reading.
46. In writing, where pupils are challenged and the pace is brisk with structured intervals of instruction and silent composition, pupils achieve very well. Lessons were less effective when teachers gave a long introduction and too little guidance and time for pupils' writing. The less able and the pupils with special educational needs achieve very well because of teacher assistant support, modified tasks and resources. The most able pupils, on the other hand, achieve well when expectations are high but the focus is narrow. For example, in one Year 6 lesson pupils had to describe the bottom of the ocean using an extended metaphor. Some likened it to a scene from the Wild West, others a busy street but all had to concentrate to develop the image into a paragraph.

#### **Example of outstanding practice**

##### **One excellent lesson was observed in a Year 6 lower set.**

After a lively introduction to the lesson, pupils wrote the third chapter of a story for pupils in the nearby special school. When observed ten pupils were drafting their work on to large whiteboards around the teacher. The pupils then read out and showed their work to the group. This meant that other pupils could spot incorrect spelling and punctuation gaps for quick correction. The teacher capitalised on the small group organisation to encourage a collaborative approach to drafting. Pupils commented respectfully on each other's work, giving reasoned arguments for their suggestions. The teacher demonstrated the positive features of these suggestions and when pupils were undecided she restated the options and invited further comments. The constant repetition and the ability to hear and speak linguistic choices helped pupils make decisions. After ten minutes pupils could articulate the subtleties between, "She hesitated before she said, 'Yes.'" And "She hesitated and then she said, 'Yes.'" Having made their final drafts the pupils worked on abridged versions of their texts using highlighter pens. In the same collaborative fashion the teacher checked that the abridged text read sensibly and that the correct adjustments had been made.

47. In most classes pupils are set the same task for writing and work is marked supportively, against objectives, indicating the way forward. However, pupils rarely make a response and so an opportunity to follow up assessment on format, text or composition is missed and the pupil moves on to another task, without consolidation. The school has, however,

recognised the importance of pupils making a response to marking and will introduce this in the Autumn term.

48. The subject is very well led and managed by a team of two key stage co-ordinators and the headteacher. This works very effectively and provides a detailed overview of the subject across the school. Planning, assessment, pupils' work and lessons are regularly monitored and the team responds well to change and innovation. All practice is kept under review and resources and staffing are targeted to needs. Resources are good and all pupils use the well-stocked library and improved range of classroom books.
49. Satisfactory use is made of ICT to support pupils' language and literacy skills, however, classroom-based computers are not fully integrated into literacy lessons so as to enable pupils to enhance their skills of planning and drafting. In less effective lessons, teachers do not make the most of opportunities to develop and reinforce pupils' vocabulary in a systematic manner. In the good lessons seen, use was made of how to recognise and develop persuasive language. This was successfully done through reading a 'A Child's Christmas in Wales' by Dylan Thomas, where a passage was used to demonstrate how an effective writer uses specific words and images to bring a memory of childhood to life for the reader. Pupils used their previous knowledge and understanding of similes and metaphors to write their own examples of their childhood. Where teaching is most effective, the structure and pace of lessons are good, ensuring that pupils make steady progress in the acquisition of skills and knowledge. Activities planned have clear learning objectives.

## Language and literacy across the curriculum

50. Speaking and listening are given priority across lessons and teachers use texts from across the curriculum to teach literacy skills well. In geography pupils construct prints in the Bridlington sands as a link to Robinson Crusoe, and develop this theme in art. In science poetry is used as a stimulus and drama is used to consolidate understanding of a circuit. Imaginative writing emphasises the changing nature of materials; whilst sorting in mathematics extends pupils' technical vocabulary. Narrative writing is frequently used in history, whilst in geography pupils present their findings in tabular form using text.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are below those expected for pupils' ages but they make good progress and achieve well through the school.
- Leadership and management are very good and have a highly beneficial effect on pupils' achievement.
- Teaching and learning are good.
- The curriculum is planned well, with a strong emphasis on pupils learning through first hand practical activities.
- Assessment information is not used rigorously enough to help pupils improve their performance.
- Pupils have good attitudes to their learning.

### Commentary

51. Over the past few years, the results of the national tests for pupils in Year 2 and Year 6 have been below or well below the national average. Pupils have also performed poorly in comparison to similar schools. Most of the pupils in the current Years 2 and 6 are reaching standards that are below those expected. However, when their poor skill levels on entry to school and the high mobility rate in Years 3 to 6 are taken into consideration, they have made good progress and achieved well during their time in school.
52. An important factor in pupils' good achievement is the very good quality leadership and management provided by the co-ordinator. She has liaised closely with the LEA's numeracy consultant to provide a wide range of training to develop teachers' expertise in mathematics. Her high quality teaching provides a very good role model for other members of staff and her analysis of test results has helped the school to focus on aspects that required development. For example, the careful reading of various measurement scales was highlighted as a weakness and, after extra work in this area, it is now considered a strength. Thorough monitoring, including classroom observations, has given her a clear view of teaching and learning, and enabled a very good action plan for further improvement in the subject to be created.
53. The curriculum is planned well and pupils are given activities that are practical and interesting, so that learning is made fun. Lessons are often based on real life situations, which mean pupils are able to use their own experiences to support their learning. A good example of this was seen in a lesson for pupils in Year 6 on developing their problem solving skills. They were challenged to make a paper *net* to represent a fish tank for holding a *variety* of sea creatures. This followed a visit to the *Deep* so they could draw upon their observations there to help them. There are very good opportunities for enrichment, for example the Industry Day that enables pupils to apply mathematical skills and knowledge, such as in designing and making a giant

tetrahedron. For the past two years, pupils have also taken part in a Christmaths day, in which they carry out a range of practical activities based on the theme of Christmas. Pupils talk with a great deal of enthusiasm about their work and clearly enjoy their mathematical activities, especially when they are practical ones. They work very well together in pairs and small groups, which makes a positive contribution to their personal development.

54. There are thorough procedures for checking the attainment of pupils and tracking the progress that they make. However, the assessment information gathered is not used effectively to set targets for individual pupils to improve their performance. The marking of pupils' work is inconsistent, which means that pupils in some classes are given better advice as to how they might improve their work than in others. The individual education plans for pupils with special educational needs tend to concentrate on developing their literacy skills rather than numeracy skills. This leads to these pupils making better progress in English than in mathematics.
55. Teachers are enthusiastic and foster within pupils an enjoyment of solving mathematical problems. Introductions to lessons have a good pace, which results in pupils making good progress in their skills of quick mental recall. Having good subject knowledge enables teachers to explain mathematical ideas precisely so that pupils are clear about what they are to learn and what is expected of them in lessons. Planning is successful in ensuring that all pupils are given work that builds on previous activities, so they are able to develop their learning in a progressive manner. ICT is used well to support learning, as was seen when pupils in Year 3 were using a control program to create a variety of mathematical shapes.
56. There has been good improvement since the previous inspection.

### **Mathematics across the curriculum**

57. There are good opportunities for pupils to practise and refine their numeracy skills in other subjects. For instance, pupils in Year 6 have used their mathematical skills in science lessons to make a series of accurate measurements when investigating the different lengths of people's spines. In history, they have explored timelines to put famous people and significant events into chronological order. In Year 3, pupils have used their estimation and measuring skills well when making models of bomb shelters during design and technology lessons.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are rising rapidly through the strong focus on investigations and very good teaching.
- Overall, most pupils achieve very well over their time in the school.
- There are good links with other subjects.
- Pupils are enthusiastic about science.
- Leadership and management of science are good.

### **Commentary**

58. Results in Year 6 in the national tests for 2003 were below average. In Year 2, teacher assessment showed well below average standards nationally, but the proportion of pupils achieving the higher levels was above average when compared with similar schools. However, current standards at the end of Year 2 and 6 are average, but in Year 6, over forty percent of pupils are attaining the higher levels. Since the previous inspection, which judged standards to

be broadly average, the school has made good improvements because there is a high percentage of pupils who attain the higher levels. The very good provision for pupils with special educational needs is another factor in this improvement.

59. There is a strong focus on enquiry skills and learning from practical investigations. Year 2, for example, investigate which materials would be suitable for a teddy bear and enjoy investigating magnets, forces and motion, and observe the life cycles of butterflies. Pupils experience all aspects of science. They know that living things move, grow, feed, breathe and reproduce. During the inspection, Year 2 pupils were involved in classifying living things into groups. The higher attaining pupils, through discussion about the criteria used, soon realised that they can sub-divide groups further. The teacher extended her pupils' learning by providing them with opportunities to explain and to give reasons for their grouping.
60. In Year 6, in a lively discussion following the visit to the submariium, the pupils posed questions which they wanted to investigate, such as why jellyfish sting. The teacher, in her animated and enthusiastic presentation, challenged pupils' thinking, for example, by providing an explanation about statements made by them such as 'fish have brains like us'. When asked to enlarge upon this statement, the pupil responded that he would need to research more, before making a conclusion. The rapid pace of this lesson resulted in pupils' sustained interest and enthusiasm.
61. There are good links with other subjects, such as English, mathematics and ICT, as in the use of sensors to measure temperature in Year 5. Pupils use their research skills to find information from the Internet and use their mathematical skills to measure, for example, sound, and to record their findings in graphs. The school garden provides invaluable opportunities to observe plant life and to record conditions required for healthy growth. Pupils in Year 4 and 5 were delighted to show the development of their school garden, where they managed to grow shrubs, flowers and tomatoes. This close link with everyday science is another factor in pupils' good progress.
62. Teaching is good, overall. Teachers have secure subject knowledge and how to teach it. They have high expectations of pupils' work and behaviour. They provide differentiated tasks to meet the needs of all pupils. The setting by ability in Years 3 to 6 enables the pupils to work at their pace, but with equal access to all aspects of the subject. Marking is meaningful and pupils are expected to respond to their teachers' questions. In Year 1, for example, the teacher asked the pupil what the female butterfly did next, to which she answered 'lays eggs'. This responsive marking results in pupils' involvement in their own learning and helps them to know how to improve.
63. The subject is led and managed well. The co-ordinator has monitored teaching, planning and pupils' work. Evidence is recorded on monitoring outcome sheets. The importance of correct scientific vocabulary is stressed and learning through investigations and enquiry is emphasised. As a result, teaching strategies are improved and provision developed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Improvement since the previous inspection means that pupils in Years 6 and 2 now achieve the standards expected for their age.
- Leadership and management are very good.
- Teaching and learning are good and help pupils of all abilities to achieve well.

- Pupils have good attitudes to their work, which has a positive effect on the progress that they make.
- Short term planning does not always indicate how ICT activities can be integrated into other subjects.

## Commentary

64. There has been very good improvement since the previous inspection. Two key factors in this improvement have been the creation of a computer suite and the work of the co-ordinator. Each class is timetabled to use the suite on a weekly basis and this has allowed whole class teaching of basic skills in the subject. This has meant that pupils are able to have more hands-on experience of computers and are developing their skills at a faster rate than before. High quality leadership and management of the subject have also helped this rate of progress. The clarity of vision and very good subject expertise of the co-ordinator have enabled her to put into place a variety of arrangements that have significantly improved provision. She has provided, and sometimes led, a range of training that all teachers have had, which has improved their expertise and confidence in teaching the subject. The good procedures for assessment have been made more rigorous and focussed on raising pupils' achievement. Because of this, pupils are now given work that better matches their ability and so are developing their skills in a progressive manner. Most pupils in Years 6 and 2 have achieved very well and are reaching the standards expected for their age.
65. Teachers are confident in their ability to explain new ideas and to demonstrate new techniques to pupils. In so doing, they use the interactive whiteboards well as a visual stimulus to gain and maintain pupils' interest and concentration. As a result, pupils make good progress in using a variety of programs to support their work in other subjects. For example, in a literacy lesson for pupils in Year 5 on the text Robinson Crusoe, there was good use of a specific computer program to create adjectives to describe a sea creature. Lessons are planned well to encourage pupils to work collaboratively in pairs on the computers, which makes a good contribution to their personal and social development. This was evident in a lesson for pupils in Year 4 on developing their problem solving skills in mathematics by using and changing a pre-written procedure to create different mathematical shapes. Teaching assistants support pupils well in the computer suite so that they have a high proportion of direct teaching, which leads to pupils having a good work rate.
66. Pupils show a lot of enjoyment when working on computers, which helps them to make good progress in lessons. They are confident in their ability to work independently of their teacher and are well behaved when they do so. They work well with their partners, sharing computer tasks fairly and using the equipment with care.
67. The curriculum is broad and balanced and covers all strands of the subject well. Planning ensures that lessons build upon previous work but does not always indicate how ICT can help learning in other subjects. The co-ordinator has created and is currently piloting a new short term planning format in an attempt to improve this. Assessments are used well to track pupils' progress. The provision for ICT is enhanced by the work of the technician. His support for teachers in the suite is very good and makes a positive contribution to the good progress that pupils make.

## Information and communication technology across the curriculum

68. There is good use of ICT to support work in other subjects, particularly in English, mathematics and science. This has a beneficial effect on pupils' achievement in these subjects, while at the same time helping them to practise and refine their ICT skills.

## HUMANITIES

*Religious education was inspected in detail and is reported in full below. Inspectors only saw two history and two geography lessons. Further evidence was also gathered from discussions with pupils and staff and work scrutiny. Insufficient work was seen in either history or geography to make overall judgements about provision or standards.*



69. In **geography** pupils study a range of topics in suitable depth so that knowledge and understanding are secure, In Years 1 and 2 pupils undertake fieldwork investigations in the locality and survey traffic and housing. They appreciate the effect of traffic calming devices and know the necessary features to make houses safe. Essential geographical skills develop when they investigate and present methods of travelling to school and plot routes from nearby locations. In Year 4, pupils study Goole's local canals and historic docks and worked with a graphic designer to produce informative leaflets advertising The Waterways Museum. Visits and visitors enhance curricular provision. An Indian visitor organised a presentation in the school hall and pupils were able to try out Divali masks, Indian saris and fruits. Physical features such as mountains are studied by Year 6 pupils and in the two Year 5 lessons observed, pupils contrasted Bridlington with Goole. In these lessons pupils were challenged when they were asked to interpret the findings in their surveys and responded knowledgeably when they were given photographs of the visit to identify natural features and evidence of human activity.
70. Pupils enjoy their **history** lessons because of the artefacts, resources and visits they experience. They plot time-lines to show the age of the different houses in Goole and events in World War II. They learn the reasons why events such as the Great Fire of London occurred and why the actions of Florence Nightingale, Lord Shaftesbury and Doctor Barnardo are still remembered. By studying the lives of rich and poor during the Tudor era they identify the differing ways in which the past is represented. Projects are taught in depth using historical enquiry. Pupils discover about the past using a range of information sources. In a Year 4 class, pupils used a CD-ROM to ask and answer questions about World War II, and then interviewed a senior citizen about his life as a child during that period.

#### Example of outstanding practice

**One excellent lesson was observed in a Year 2 class when the East Riding Museum Service provided the necessary equipment and expertise for all pupils to experience washday in 1900.**

Before the lesson began pupils put on overalls and were divided into groups of four. Safety warnings were given about not putting fingers near rollers. The pupils grated soap into flakes and used dolly sticks, possets and washboards to wash clothes in a dolly-tub. Staff modelled use of the equipment well and gave very good instructions. They worked alongside pupils until they were all using the correct actions. Pupils then mangled their garments, rinsed and starched them and pegged them out to dry. At the end of the process pupils were able to describe their experiences, correctly label each piece and contrast the Victorian equipment with its modern counterparts. They then watched a very informative demonstration of Victorian irons and crimping machines. Their reactions to the day." Washing was much more fun **then** than **now!**"

#### Religious Education

Provision in religious education is **satisfactory**.

#### Main strengths and weaknesses

- Pupils are achieving well as a result of good teaching and learning.
- Teachers' planning does not always promote learning from religion.
- There are good opportunities to enrich pupils' learning.
- The subject enhances pupils' personal development well.
- There is insufficient monitoring of teaching and learning.

## Commentary

71. The standards reached by most pupils are in line with the locally agreed religious education syllabus. However, given the high proportion of pupils with special educational needs, standards are below average across the school. Nevertheless, pupils are achieving well in their knowledge and understanding of religion, as a result of teachers' high expectations for learning, good use of resources such as ICT and good targeted support within the subject. These strong features of teaching were seen in all lessons.
72. In Years 1 and 2 pupils write about things which are precious to them, such as the love of their families and how they are special as individuals. They learn about events in the New Testament, such as the passion, death and resurrection of Jesus. Higher attaining pupils write about the story of Zacchaeus, the tax collector, and know Jesus befriended him. Lower attaining pupils draw pictures of things which are most precious to them. Pupils are beginning to understand that there are different faiths and are aware of some of the features, practices, artefacts and places of worship of other religions. In Years 3 and 4 pupils are familiar with Bible stories and the beliefs and practices of Christianity. For example, they know that the Old Testament informs us about God the Father, and the New Testament focuses on the teachings and life of Jesus. They identify the Christian symbols of the cross, fish and dove in Christian worship. In Year 5, pupils further develop their understanding of Christianity through their study of the life of St Paul. They develop an understanding of the symbolism of church artefacts such as bells, and explore pilgrimage as a journey, for example to Iona and Glastonbury. They deepen their knowledge of world religions, such as Judaism and learn about the Holocaust. By Year 6, pupils have a good knowledge of the similarities and differences between Christianity and world religions. For example, they know that all religions have unique symbols and that water represents life. They also compare the celebration of the Jewish ceremony of Bar Mitzvah and the Christian sacrament of Confirmation. Pupils know that in Islam Ramadan is an important period of fasting for a month and that Muslims pray five times per day. In Hinduism, pupils show a good understanding of the Festival of Light. They know that this symbolises the power of good over evil and they learn the importance of treating others kindly. They create their own symbols and slogans to reflect their own beliefs, such as an animal as a symbol of the need to treat all animals properly. Pupils also demonstrate a good understanding of the journey of life, from birth to death, in different religious contexts. Higher attainers know that in Christianity, the Eucharist represents resurrection into new life and the star represents eternal life.
73. Although teaching is good overall, there is sometimes insufficient emphasis on learning from religion in teachers' planning and this was also evident in a few lessons seen. As a result, pupils' achievement is sometimes limited in this area of the subject. For example, in one lesson, pupils were learning about the importance of caring about the environment and how people harm it. The lesson was delivered enthusiastically and very good use was made of resources. However, although following the locally agreed syllabus, there was no reference made to religious values or beliefs. Consequently, pupils missed an opportunity to learn from religion. However, pupils' work shows that there are appropriate opportunities to promote this aspect of the subject, for example, in writing a list of rules for living, based on an understanding of the Ten Commandments. Nevertheless, teachers' planning does not always include this important aspect of the subject.
74. The good opportunities for enrichment include a Family Nurturing programme, work on emotional literacy, visits to the church, Easter and Christmas services, and visits from the local vicar. Visits to the Hindu temple and the multi-cultural week with the celebration of Chinese New Year, Indian Day and African Day also promote pupils' cultural development effectively.
75. Spiritual development is well promoted through the subject. For example, pupils in Years 3 and 4 learn about the life and work of St Francis of Assisi, reflect on their own beliefs and write about them, showing an understanding of how their actions affect others. Other pupils in Year 5

also consider moral issues, such as apartheid in South Africa and its effects on black people and those of other ethnic origins.

76. The religious education curriculum meets the requirements of the locally agreed syllabus, which is currently under review. Leadership is satisfactory as the co-ordinator has been on long-term sick leave for the past year. As a consequence, teaching and learning have not yet been monitored, although planning is monitored on a termly basis. Nevertheless, the headteacher has worked closely with the LEA to bring about good improvement in the subject since the last inspection, particularly in relation to the promotion of pupils' personal development.

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

*Art and design, design and technology, music and physical education were sampled, so it is not possible to make judgments on provision and standards.*

77. Only two lessons were observed in **art and design**. The way that the curriculum is planned gives pupils appropriate opportunities to use a suitable variety of materials and techniques to develop their artistic skills. Pupils are able to study the work of famous artists as a stimulus for their work. They are also able to work with a variety of professional artists. The sculptures in the *chill out area* are a good example of the high quality work that is produced when this happens. There are also good links with other subjects. For instance, as part of their work about the Tudors in history, pupils have sketched and painted Burton Agnes Hall.
78. In both the lessons that were seen, the quality of teaching was good. As a result, pupils in Year 2 made good progress in using clay to make models of hedgehogs while pupils in Year 5 effectively developed their skills in making paper sculptures when creating a mythical sea creature. Leadership and management are good, with the teaching of the co-ordinator being a good role model for other members of staff. The curriculum is enhanced by a community art club in which pupils work with a member of their family on an art project. The displays of artwork around the school are of good quality and reflect the care that pupils take in their activities and the value that staff place upon them.
79. The **design and technology** curriculum is satisfactory, with pupils having opportunities to use a suitable range of materials to develop their skills in the subject. They are given activities that let them practise finishing techniques to improve the quality of their product and are allowed to experiment with different ways of joining materials. After designing and making products, they have the opportunity to make evaluations and say how they might be improved. Links with other subjects are satisfactory. For instance, in the good quality lesson for pupils in Year 3, pupils were making models of bomb shelters as part of their work in history about World War II. The co-ordinator has identified the need to improve the quality of pupils' designs. The curriculum is enhanced by such events as Industry Day, when pupils have worked with local companies to design and make products as varied as pizzas and model fairground rides.
80. In the one **music** lesson seen, pupils worked well in small groups to compose pieces of music which reflected different moods. They then presented their compositions to the class, demonstrating good learning and achievement in appraising and composing music. This was the result of good teaching, where very good use was made of a number of tuned and untuned percussion instruments, electronic keyboards and compact discs. The teacher set high expectations for learning and ensured tasks were carefully matched

to pupils' abilities. Relationships were very good and pupils behaved very well throughout the lesson, thoroughly enjoying their activities. Evidence from the co-ordinator shows that the curriculum is well planned and teaching is generally good. There are good opportunities for enriching pupils' learning through recorder clubs and the performance of musical celebrations in assemblies. The performance of the musical 'Oliver' also provided good cross-curricular links with history. Multi-cultural days and themed weeks often include music, for example, the African day where pupils' experienced African drumming. The visiting specialist music teacher also provides additional individual violin tuition and provides a concert with pupils at the end of term. Musical resources are good and well used to support teaching and learning. The co-ordinator has effectively developed the curriculum and identified clear priorities for further development. She has reviewed provision carefully with governors and monitored the curriculum after the new policy was written.

81. All pupils are encouraged to participate in **physical education** and have equal opportunities to participate in a wide range of activities within the curriculum and in extra-curricular clubs. In the one cricket lesson seen, where teaching was good, all pupils learned effectively to practise and improve their striking and fielding skills. The lesson was well structured with good warm-up activities and very good use was made of resources for short cricket with due regard paid to health and safety. All pupils exercised and practised their skills well as they worked hard throughout the lesson, which they thoroughly enjoyed. As a result all pupils achieved well. Under the very good leadership of the co-ordinator, who is an Advanced Skills Teacher and a Tops trainer, the school has successfully achieved the Activemark Gold award for promoting sport and embarked on a number of local and national initiatives which enrich pupils' learning. These include: the Leeds United Football Club Community Programme, Hull Football Club Community Development programme, and the British Heart Foundation's Heartbeat programme. The school also uses coaches and experts to deliver activities and local community groups also make very good use of school facilities for dance, martial arts and Hull City football coaching. There are a wide range of lunchtime clubs and after-school activities to extend pupils' learning such as the Tops club and gym club for pupils in Year 1 and 2, and sports, gym and dance clubs for pupils in Year 3 to 6. A 'lonely' club for pupils with social problems is very effective in developing learning of playground games and co-operative activities. Pupils have very good opportunities to participate in inter-school events arranged by the Goole and District Primary Schools' Sports Association. The school's successes this year have included winners of the 5-a-side competition, winners of the girls 5-a-side Humber Youth Games, and runners-up in the Goole and district Inter-school sports and Cross Country. Individual pupils are achieving very well, for example, one boy was the winner of the overall cross country event, and two boys represented Goole in the county cross country event. Due to the high proportion of pupils with special educational needs, several pupils have low levels of physical skills and poor co-ordination. Many also have low esteem and have difficulty participating in competitive games. However these pupils are encouraged to develop their physical and social skills through dance, gymnastics, games, swimming, athletics and some outdoor and adventurous activities. Thorough systems are in place to record pupils' achievements, which are shared with parents and other staff as pupils move through the school.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*Insufficient lessons were seen to form an overall judgement about provision in personal, social and health education or citizenship.*

82. There is a strong emphasis on personal, social and health education (PSHE) throughout the school. This includes the whole school Family Nurturing Programme, the Health Day, the Industry Day, Lifestyle Centre visits and the Health for Life Programme. Good arrangements for teaching also ensure pupils are given effective opportunities to develop their understanding of issues such as feelings, friendship, the need to help others and the harmful effects of alcohol, smoking and drugs. Very good opportunities to celebrate pupils' achievements and enhance their self-esteem take place in achievement assemblies and the use of wide ranging activities such as Golden Time, and pupils' participation in lunchtime and after-school clubs. Pupils are also provided with very good opportunities to show initiative, not only through the school council, where they successfully influence decisions in the school, but also through community involvement, which promotes citizenship very effectively. For example, as part of the local community drive to rid the locality of litter, a group of pupils wrote to members of their local council to argue a case for placing more litterbins in the area. As a result, the local council invited a group of pupils to present their case to a full council meeting. In response, pupils researched and prepared their arguments carefully, producing very effective ICT resources to support their case. Pupils in Years 5 and 6 are also given high status in the school as Safety Patrol Officers. The excellent provision for raising pupils' self-esteem and the very good ethos of the school also help to promote self-confidence, consideration and concern for others.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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