

# INSPECTION REPORT

## **FRANCIS ASKEW PRIMARY SCHOOL**

Kingston-upon-Hull

LEA area: East Riding of Yorkshire

Unique reference number: 117794

Headteacher: Mrs Linda Calvert

Lead inspector: Dennis Maxwell

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> June 2004

Inspection number: 264379

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	312
School address:	North Road Hull
Postcode:	HU4 6LQ
Telephone number:	01482 509627
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Wadworth
Date of previous inspection:	September 1998

## CHARACTERISTICS OF THE SCHOOL

Francis Askew Primary School is a community school which has 312 pupils on roll and is larger than the average size nationally. In addition there are a further 56 children in the nursery. The school roll has fallen considerably over the past five years. Almost all pupils are of White British heritage and few pupils have English as an additional language; none is at an early stage of acquisition. The level of mobility amongst the pupils is above average. Overall, the socio-economic circumstances of the families with children at the school are much less favourable than usual. A few pupils experience long-term absences. The percentage of pupils known to be entitled to free school meals is above the national average. Overall attainment on entry is very low. The percentage of pupils identified as having special educational needs, at over 25 per cent, is above the national average. Four pupils have a Statement of Special Educational Needs, related to physical and moderate learning difficulties, which is broadly average. The school gained a Schools Achievement Award in 2001 and 2002 from the DfES and a Healthy Schools Award in 2003. The school offers several forms of community provision, including adult education and a family learning programme. The headteacher at the time of the last inspection left the school shortly afterwards and the two deputies led the school for two terms. A new headteacher was appointed in September 2000 and left in December 2001. The current headteacher was

appointed in January 2002. There have been four changes of headship since the last inspection and not all have been permanent appointments.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	Mathematics, Physical education, Personal, social and health education
13786	Susan Walsh	Lay inspector	
18344	David Early	Team inspector	English, Geography, History
21993	Dorothy Atkins	Team inspector	Science, Music, Religious education
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>20</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>23</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>36</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a satisfactory quality of education.** Achievement is satisfactory rather than good because of the discontinuities in pupils' learning caused by lack of direction prior to the appointment of the current headteacher. Her strong leadership has brought about a marked improvement in the pupils' behaviour and the previous underachievement has been corrected. Importantly, the good quality of teaching promotes good learning in lessons and higher expectations are beginning to raise standards. Many children enter nursery with low attainment which acts as a significant barrier to learning and many pupils through the school continue to rely on adult support to make progress. The senior management team provides good direction and oversight so that well-planned activities challenge pupils to learn. The role of the governing body is satisfactory but governors do not have suitable procedures to keep informed. **The school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- The headteacher and senior staff are making good improvements by setting high expectations.
- Children get a good start in the nursery.
- The school provides a good level of care and welfare.
- Standards are well below average, especially in English and mathematics, by Years 2 and 6, and below average in information and communication technology (ICT) by Year 6.
- Most pupils have good attitudes and behave well although the behaviour of a few is very challenging. The rate of the pupils' attendance is below average.
- Pupils make good progress in most lessons because teaching is good with focused questioning.
- Provision for children with special educational needs is good.
- Assessment procedures are good.
- The governing body does not exert enough influence on school improvements through lacking long-term direction.

During the past six years, the school has experienced a very difficult period, lacking direction from a headteacher. As a result some pupils' behaviour deteriorated and routines were not followed. The present headteacher, appointed two years ago, has made many good improvements through her drive and determination. The pupils' behaviour is better and there is a busy, working atmosphere, but there is a legacy of underachievement, in Years 5 and 6 particularly. Overall, the school has re-established the quality of provision and effectiveness seen at the time of the last inspection and has addressed the weaknesses identified then satisfactorily. Standards have improved, since the percentage of pupils reaching the nationally expected levels in the Year 6 national tests in English, mathematics and science has more than doubled since the last inspection. Standards in religious education have improved and there are good assessment procedures to help with lesson planning.

## 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	E	E
Mathematics	E	E	D	D
Science	D	D	E	D

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

**Pupils achieve satisfactorily throughout the school.** A few children enter the nursery with above average attainment but overall attainment is very low. Children achieve satisfactorily in the Foundation Stage. Standards in the goals children are expected to reach by the time they enter Year 1 are very low overall because their weak language and literacy skills are a significant barrier to learning. Pupils' achievement is satisfactory through Years 1 to 6. Standards of current work in reading, writing and mathematics are well below average by Year 2. Standards of current work by Year 6 are also well below average in English and mathematics and below average in science. Pupils reach the expectation in most other subjects, although standards in ICT are below average by Year 6. In the national tests for 2003 at Year 6, reported standards in comparison with similar schools were well below average in English, and were below average in mathematics and science. Many pupils join the school other than at the usual time, which affects their learning. The trend in standards at Year 6 is above the national trend, although the trends in English and science declined following the period of lack of direction. Standards of pupils' work for the current Year 6 demonstrate satisfactory achievement.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** The school promotes pupils' personal development and good relationships in many ways. There is a very good emphasis on pupils' moral development and on preparing pupils to take responsibility in the wider community. The level of attendance and punctuality is unsatisfactory and adversely affects the learning of a minority of pupils despite efforts by the school.

## QUALITY OF EDUCATION

**The school provides a satisfactory but improving quality of education. The quality of teaching is good. It has a positive impact on pupils' learning** because teachers have good subject knowledge and use a good range of strategies to build pupils' basic skills. Many pupils rely on adult support to make progress so that, although teaching is good, their achievement is satisfactory rather than good. Teachers engage well with the pupils to promote understanding of the ideas. The school rightly places a high priority on developing the pupils' speaking and listening skills and on extending their learning through special days and events. These are helping to improve pupils' writing and acquisition of knowledge in the topics, although their skills at making independent investigations are unsatisfactory. Assessment is good and is used well to match tasks to pupils' stages of learning.

The curriculum for children in the Foundation Stage is good and in the rest of the school it is satisfactory. The provision for pupils' personal, social and health education is good and by



Year 6 most pupils enjoy taking responsibility. The co-ordinator for special educational needs has a very good understanding of the pupils and helps to match targets and provision closely to their needs. The school provides a good level of care and welfare. The partnership with parents is satisfactory and with the wider community is good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher has very good vision and purpose. With effective support from the senior staff, she has established a good ethos and an orderly community through her high expectations for the pupils' behaviour and effort. The senior management team has a strong impact on the quality of learning through their support and monitoring role. The governors ensure that the school complies with statutory requirements although they do not have suitable procedures to check on the school's strengths and weaknesses.

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

Most parents have a good opinion of the school, although several feel that communication with them could be improved. Inspectors consider that communication with parents is satisfactory and the school is working hard to make improvements. Parents appreciate the easy contact they usually have with their child's class teacher, which the inspectors confirm. Pupils feel they have good relationships with their teachers and other adults, and that school is a safe place to learn. Pupils benefit from the opportunity to enjoy healthy dinners, provided free by the local education authority as an excellent initiative.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English, mathematics, science and ICT.
- Improve the level of attendance.
- Strengthen the effectiveness of the governing body in shaping the direction of the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

The pupils' achievement throughout the school is **satisfactory**. There are no significant differences in the achievements of different groups of pupils in current work. The pupils' weak attainment on entry, social circumstances and the below average rate of attendance are significant barriers to learning. The children's attainment on entry to the nursery is very low and attainment by the end of the reception year is very low. Standards in English and mathematics by Years 2 and 6 are well below average, and in science and ICT are below average.

#### Main strengths and weaknesses

- Pupils achieve well in lessons because good teaching is focused on a broad range of basic skills.
- From a very low start in the nursery, by Years 2 and 6 pupils reach standards that are well below average in English and mathematics, and are below average in science and ICT.
- The trend in test results in Year 6 is above the national trend because the school has a strong focus on literacy and numeracy.

#### Commentary

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

Standards in:	School results	National results
Reading	13.7 (15.2 )	15.7 (15.8 )
Writing	11.5 (13.8 )	14.6 (14.4 )
Mathematics	14.8 (17.1 )	16.3 (16.5 )

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	23.8 (24.4 )	26.8 (27.0 )
Mathematics	25.8 (25.1 )	26.8 (26.7 )
Science	26.9 (27.6 )	28.6 (28.3 )

*There were 52 pupils in the year group. Figures in brackets are for the previous year*

1. Standards in the school in the national tests in Year 2 in 2003 were well below the national average in reading, writing and mathematics. This is partly explained by previous staffing difficulties as well as children's very low attainment on entry to the nursery. They

are also explained by the high proportion of boys identified as having special educational needs; their performance overall in English was around one year behind the national average for boys. In comparison with similar schools standards were average in mathematics, below average in reading and well below average in writing. The trend in standards has been below the national trend over the past four years. The area serving the school is identified as having a significant level of social deprivation which acts as a barrier to learning and pupils' progress. Few pupils exceeded the expectation in the tests, which reflects the ability profile of the cohort and matches evidence of their current work in Year 3.

2. Standards in the national tests for the pupils in Year 6 in 2003 were well below the national average in English and science, and below average in mathematics. In comparison with similar schools, pupils' performance was below average in English, above average in mathematics, and average in science, indicating an acceptable standard of education. In comparison with schools having similar prior attainment, the pupils' performance was well below average in English, and below average in mathematics and science. The school did not meet its targets for the proportion of pupils expected to gain or exceed Level 4 in English but did meet the targets for mathematics. The school has set challenging targets for the pupils' performance in the 2004 Year 6 national tests based on good tracking procedures and information and is on target to achieve them or to be reasonably close.
3. Children have a very wide range of attainment on entry to the nursery and overall it is very low, particularly in communication, language and literacy skills and mathematical development. By the time they enter Year 1 a few children are on course to exceed the expectations but overall standards are very low. Provision and teaching are good but fewer than half the children are likely to reach the expected standards in communication, language and literacy and in mathematical development because their oral and reasoning skills are underdeveloped. In contrast, where language skills are less significant for children's learning, they are on course to reach broadly average standards in their knowledge and understanding of the world, in physical development, in creative development and in their personal and social development. This is because good teaching and activities encourage children to explore their world and to work co-operatively with others.
4. Standards in current work are well below average in reading, writing and mathematics by Year 2. Overall standards of literacy are well below average. This indicates a lowering of standards compared with those reported at the time of the last inspection. Standards in reading are improving because teachers have a good understanding of how to teach the early skills. By Year 2 most pupils have the skills to tackle new or unfamiliar words successfully. Higher attaining pupils understand about character and the story line and discuss reading preferences confidently. By the end of Year 2, although punctuation is generally inconsistent, the higher attaining pupils punctuate sentences accurately. The quality of pupils' writing is constrained by their narrow vocabulary and limited forms of expression. In mathematics pupils are developing mental calculation skills and work out the sequence for counting in threes, for example. The higher attaining pupils are generally accurate with mental and recorded calculations to around 100 but most pupils rely on finger counting. Standards of numeracy are well below average. In science, pupils take a good interest in experimental work and are gaining the early skills to carry out simple

investigations, which is an aspect the school has focused on recently. As a result, standards in science have improved to below average, indicating good achievement. There are no significant differences in the achievements of different groups of pupils. The achievement of individual pupils varies because, for some, their weak attainment on entry, social context or rate of attendance are significant barriers to learning. Pupils with special educational needs make satisfactory progress. Teachers apply the school's behaviour policy consistently, which has resulted in pupils improving their behaviour through an emphasis on developing self-discipline. As a result, pupils' attention is better and standards are improving, notably in Year 6.

5. By Year 6, standards in current work are well below average in English and mathematics, and below average in science. This maintains the position reported at the time of the last inspection, although many more pupils are reaching the expected standards than previously. However, too few pupils are reaching the higher levels. Evidence shows improvements in the standard of reading in Years 3 and 4 because there is a carefully structured programme, supported by adult helpers hearing pupils read, but this approach has not yet had time to have the same impact in Year 6. Pupils' skills of interpretation and research are below the expected level for their age. Good and at times very good teaching in Years 5 and 6 encouraged pupils so that they made good progress in their writing and understanding of parts of speech. Standards of handwriting are inconsistent and spelling is generally weak throughout the school. The quality of pupils' writing is improving but pupils' knowledge and feel for words to produce variety and effect is limited. In mathematics, pupils have extended their skills in number processes by Year 6 and their knowledge of geometrical properties. In a very challenging lesson in Year 6, for example, many pupils explained how the numbers in two columns of a table related to each other by using good general statements and early algebra. The good emphasis on investigational work in science and good teaching are having a positive impact on standards. Pupils have a growing knowledge about life and living things, and of materials and their properties through good first-hand experiments. As a result standards are improving.
6. Most pupils with special educational needs make sound progress from a very low base because provision is good. Their achievement is sound rather than good because they have great difficulty in applying their skills to new tasks and they need continual reinforcement. Good identification and assessment procedures ensure that activities and support are matched well to their learning needs. Teachers are observant of the pupils and make good assessments during lessons. They make careful evaluations of pupils' learning during lessons and use the information when planning further lessons. There were no whole-school assessment procedures when the new headteacher was appointed. Through her good leadership, comprehensive tracking procedures for the core subjects of English, mathematics and science have been established as a priority and these are beginning to provide good, useful data on pupils' progress.
7. Standards in ICT are average by Year 2 but are below those expected in Years 3 to 6, which is a lowering of standards since the last inspection. Pupils, including those with special educational needs, attain good standards when using multi-media presentations and have satisfactory skills to search the Internet for information and to use spreadsheets. However, pupils underachieve in the other strands of the curriculum because there was a previous lack of focus on the subject and there were deficiencies in

the equipment. It was not possible to make judgements on standards in the creative subjects and the humanities because there was insufficient time to observe the foundation subjects, those other than English, mathematics and science. However, the evidence indicates that pupils reach the expectations in the creative subjects by Years 2 and 6 but in the humanities, where there is a greater expectation on pupils to write, standards are generally lower. Standards in physical education meet the expectation for the age.

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

Pupils' attitudes and behaviour are **good** and exclusion rates are low. Their moral, social and cultural development is good and their spiritual development is satisfactory. Attendance rates are unsatisfactory.

### **Main strengths and weaknesses**

- Pupils' good attitudes and hard work are contributing towards improved achievement.
- Standards of behaviour have improved significantly because expectations are high and the school now provides a pleasant, calm environment where children can be happy and learn well.
- Pupils are responding very well to the very strong moral messages they receive from school.
- Although attendance rates have improved significantly through improved procedures they remain below average and erratic attendance continues to have a significant adverse impact on achievement for a minority of pupils.

### **Commentary**

- Attendance rates have been well below average and remain below the national average. However, hard work by the school has resulted in significant increases in attendance rates. The school now makes contact with all parents on the first day of absence. This personal approach has been particularly successful in making parents aware of the importance of good attendance and getting pupils to attend school regularly. Although most parents encourage their children to come to school a significant proportion of parents continue to condone their children's absences. Irregular attendance has slowed the progress of some pupils and has had a significant adverse impact on the results of external tests. Punctuality has been a particular problem. Pupils arriving late disturb the start of the lesson and may miss important information. There is evidence of improvement but punctuality is still unsatisfactory.

### **Attendance**

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

Authorised absence	
School data	7.2
National data	5.4

Unauthorised absence	
School data	1.2
National data	0.4

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

9. The pupils and parents recognise that significant improvements have been made to pupils' attitudes and behaviour. A happy, friendly atmosphere has been established and pupils report that they enjoy coming to school. Pupils are keen and responsive during lessons. They work together well during activities but are less confident to work independently. They are willing to work hard even when they find the task difficult. Good relationships between many pupils and teachers are beginning to raise the pupils' self-esteem and pupils are developing the confidence to ask and answer questions. Pupils know that their views and experiences are valued by members of staff.
  
10. The pupils are polite and welcoming and there is a calm atmosphere around school. Behaviour in the playgrounds is good and helped by a good level of supervision and the provision of an interesting range of play equipment. Pupils do not get the chance to be bored during their breaks. Although the school caters for a significant number of pupils who exhibit challenging behaviour, these pupils are managed well and are not allowed to disrupt learning. There has been one recent permanent exclusion but exclusion rates are generally low. The consistent application of the school's behaviour policy, which is based on high expectations and mutual respect backed by a clear hierarchy of well-used rewards and sanctions, has resulted in pupils developing their self-discipline. Most parents are satisfied with the way that the school responds to incidents of bullying but a few feel that issues are not always adequately resolved.

## Exclusions

### *Ethnic background of pupils*

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	354	0	1

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

11. Because relationships are very good and because the ethos of the school is positive and caring, pupils with special educational needs are keen and eager to work. They generally behave well and are confident and have high esteem. The promotion of pupils self-esteem by the special educational needs co-ordinator and teaching assistants is a high priority in all that they do. Lessons are relaxed, informal but very rigorous. Pupils with special educational needs are well integrated and encouraged to take full part in the life of the school and to take the initiative and accept responsibility. Pupils with behavioural difficulties usually behave well because they are managed well and are supported effectively by teachers and classroom assistants.
  
12. Assemblies are of good quality. They are enjoyable and there is a high level of pupil involvement. Consequently, pupils listen carefully and respond well to strong moral and

social messages. Spiritual opportunities in lessons are satisfactory but not extensive. Personal, social and health education lessons are encouraging pupils to become more self-aware. Achievement is good for children's personal, social and health education development in the Foundation Stage because good provision and teaching are focused on promoting children's confidence and independence. Children are enthusiastic about their work and willingly try new experiences because members of staff are encouraging about making choices.

13. Pupils are provided with very strong moral guidance. This is helping them to develop their own moral code and self-discipline. There is a very strong emphasis on care of the environment and mutual responsibility for the local environment and community. The school council has been active in trying to improve the local environment. Activities in the class room are encouraging pupils to work together and co-operate. They are encouraged to discuss issues and to respect the opinions of others. Pupils in Year 6 are keen to take on responsibilities. In addition to the official 'buddies', many children are happy to assist and help younger children. There are good opportunities for pupils to experience their own cultures, including poetry days, and theatre and museum visits. Most pupils have little experience of cultural diversity and, to address this, the school has organised a good number of events to extend the pupils' understanding and tolerance of different religions and cultures. As a result, pupils' understanding of other cultures is improving.

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

The school provides a satisfactory quality of education. Good support and monitoring procedures by the senior management team have resulted in a good quality of teaching and learning. The curriculum is of satisfactory quality overall with a few aspects for further development, and is enriched by many additional activities. The good level of care for the pupils provides a strong base for pupils' confident learning. The partnership with parents is satisfactory.

### **Teaching and learning**

Teaching and learning are **good**. This is an improvement since the last inspection and reflects the school's commitment to improvement. Teaching and achievement do not match.

### **Main strengths and weaknesses**

- The teaching of English, mathematics and science is good, which promotes good achievement by pupils in lessons.
- Pupils with special educational needs learn effectively because they receive good support.
- Teachers give lively explanations and are inclusive of all pupils.
- Pupils are keen to learn because the good relationships with their teachers motivate them.
- The teaching of nursery children is consistently good in all the areas of learning.

- While the teaching of skills is thorough, pupils do not have enough opportunity to learn independently or to acquire information for themselves since teachers usually decide on the tasks.
- Teachers make effective use of the interactive whiteboards in classrooms but they do not use ICT sufficiently to support learning in other subjects, particularly in English.
- There are relative weaknesses in the approach to investigational mathematics and in the quality of teachers' marking.

## Commentary

14. Over the last two years, since the arrival of the new headteacher, teaching has undergone a transformation. The barriers that hindered improvement are being tackled and overcome successfully by the work of the headteacher. Evidence shows that the poor behaviour of a few pupils in Year 6 in 2002 and 2003 had a significantly adverse effect on pupils' learning and hence on standards in the national tests. Pupils' learning in Years 1 and 2 was affected by a teacher's long-term absence and frequent changes of supply teacher. Weaknesses in teaching and learning identified by the good monitoring procedures of senior staff are rapidly being addressed. As a result, the headteacher and key staff are helping to raise standards and addressing the pupils' significant previous underachievement. The good quality of teaching is having a positive impact on pupils' learning and achievement. Achievement is satisfactory rather than good because of the discontinuities in pupils' learning previously and the overdependence on adult help by several pupils. Relative weaknesses remain in the teaching of investigative work in mathematics and in achieving more consistent marking. Teaching in a few lessons lacks challenge. Learning is too carefully controlled by the teacher and too prescriptive and is in contrast to the stimulating, exciting and consistently challenging teaching and learning observed in the majority of lessons. In a few lessons, for example in English and science, the teachers' high expectations and clarity of explanations demonstrated their very good teaching. The development of independent learning, which is promoted well in the Foundation Stage, is not built upon sufficiently throughout school so that, for example, pupils have few opportunities to do mathematical investigations. Additionally, the potential of ICT is not exploited enough in other subjects, for example few poems or stories are word processed, although teachers access the Internet to enhance learning.
15. The teaching of English, mathematics and science has improved during the current year because the school has a successful focus on improving teaching and learning. More careful attention is also given to considering the needs of all pupils. As a consequence, pupils' are now achieving well in lessons and teaching is good. The main factors that account for the improvement are:
  - Teachers manage pupils' behaviour well and as a result pupils are enthusiastic, willing to learn and make productive use of their time.
  - What is to be learned in the lesson is communicated effectively to pupils. It is written down immediately and is referred to during lessons by teachers. At the end of the lesson teachers evaluate what has been learned effectively.
  - Pupils make good gains in knowledge and skills in most lessons because questioning is used well and teachers have a good knowledge of the subjects.
  - Lessons are interesting with a good range of resources which encourages pupils to produce a good amount of work.



- The setting of pupils into ability groups for mathematics and English is working effectively. Tasks are mostly varied and matched well to pupils' attainment and are challenging.
  - Lessons are sufficiently well paced. Time targets are given to pupils so that they know what they have to do in a set time.
  - Pupils have individual targets which are written at the front of their books. However, not all the pupils know what they are aiming for and teachers do not update the targets consistently.
  - Assessment is thorough in English and mathematics. It provides clear information for tracking pupils' progress and detail for their individual targets. Members of staff evaluate every lesson and frequently ask pupils for their own self-evaluation, using this information to plan future work.
  - Marking in English and science is very helpful to pupils and shows them how to improve and what to aim for next, but in mathematics teachers in some classes seldom make constructive comments.
  - Pupils are using a simple card system well to indicate to teachers when they want help in the lesson. The use of coloured cards enables the teacher to spot immediately those pupils who are having difficulty.
  - The school's focus on providing more opportunities for pupils to develop their skills in speaking and listening is working effectively. Pupils are responding confidently to the chances they have for discussion and are achieving well.
  - Pupils are very motivated by the interactive whiteboards that allow them, and the teacher, to access the Internet for information during the lesson. Teachers use this resource imaginatively and competently.
16. Members of staff in the nursery are well aware of how young children learn. All activities are planned in such a way that all areas of learning are interwoven, making learning relevant and fun. Teachers and other adults help children to understand how to behave, with the effect that children have very good attitudes to work and behave well. Members of staff ensure that children are always engaged in tasks that take their learning forward at a good pace. Teaching and learning are never less than good and consequently, children achieve well. Nursery provision remains a strength of the school. While the teaching is often good in the reception class and members of staff are skilled at asking questions of children, teaching is satisfactory overall because sometimes what is to be learned from play activities is not clear and opportunities are occasionally missed to accelerate the children's learning.
17. The teaching of pupils with special educational needs is generally good so that for most of these pupils learning is good. The pupils' achievement is sound because they need continual adult support and lack confidence in applying their skills. This is enhanced by the organisation of classes by ability for English and mathematics and the further delivery of work according to ability within these classes. The quality of teaching when they are withdrawn for individual or small group work with the special educational needs co-ordinator and teaching assistants is very good. During these lessons their learning is very good and they achieve well. This is because members of staff know the pupils and their needs very well. Planning and assessment of their work, closely checked by the co-ordinator, are very detailed and ensure that pupils build securely on previous work in small steps. Work is closely linked to targets from individual educational plans. A significant factor in the very good quality of teaching is the teamwork between the special

educational needs co-ordinator and teaching assistants which helps to ensure continuity and progression in the details of pupils' learning.

18. The school has addressed the weakness in the use of assessment identified at the time of the last inspection. The headteacher has established a good, balanced range of procedures which provide helpful information to inform planning and teaching. The assessment co-ordinator is very knowledgeable, is highly efficient in bringing information together and has a very good understanding of forms of assessment. She has carried out very thorough analyses of pupils' performance in the national tests in co-operation with the core subject leaders. There are now robust tracking procedures which teachers use to inform teaching as well as set whole-school targets. These provide useful insights into individual pupils' progress and where progress is less than expected the headteacher is able to match this to confidential information about the pupils. The self-evaluations which pupils make at the end of many lessons are particularly effective features in improving pupils' knowledge of their own progress and help them to feel that they are learning well through good teaching.

**Summary of teaching observed during the inspection in 44 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (14%)	25 (57%)	13 (30%)	0	0	0

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

**The curriculum**

The curriculum is **satisfactory**. It is broad and balanced with an appropriate emphasis on English and mathematics. Pupils' learning is enriched through a wide range of extra-curricular activities. The accommodation is very good. Resources for teaching and learning are good and enable the curriculum to be taught effectively.

**Main strengths and weaknesses**

- The school makes good provision for the development of speaking and listening skills because pupils' weak skills were identified as a barrier to learning.
- Investigative approaches to the teaching of science have improved through the impact of whole-school support.
- There is a good programme for personal, social and health education.
- Good provision is made for pupils who have special educational needs because management and assessment systems are effective.
- Members of staff provide too few opportunities for pupils to use ICT to support work in other subjects because they are not yet confident, but the interactive whiteboards are used effectively to stimulate learning.
- The school organises a good range of visits, visitors, and after-school clubs to enrich pupils' experiences.
- Accommodation is very good and enables all activities in the curriculum to be taught effectively.

## Commentary

19. The curriculum is satisfactory to the extent in which it provides worthwhile opportunities and meets statutory requirements. Religious education now receives an appropriate amount of taught time, an issue from the previous inspection. There is an appropriate emphasis on the teaching of literacy and numeracy. The teachers give a strong emphasis to developing pupils' speaking and listening skills throughout the school because many pupils enter the school with weak language and literacy skills which restrict learning in all subjects. Good provision is made for pupils' personal, social and health education and aspects of sex and relationships education are included appropriately. Other subjects are planned for well by adopting national guidance or commercial schemes as a basis for planning. This ensures that there is progression of learning and a broad and balanced curriculum. However, members of staff are still unsure about using sensors and monitoring devices in ICT and there are not enough resources to teach these elements. There are also too few opportunities for pupils to use ICT across the different subjects of the curriculum since staff training and planning are at an early stage. The curriculum for the nursery children is good and satisfactory for the reception year. There is a good balance between child-initiated and teacher-led activities in both classes. Members of staff provide interesting and worthwhile experiences for the children, but too much of the play in the reception class does not build on the learning from the nursery and what is to be learned is not always clear. Pupils who have special educational needs are clearly identified and receive appropriate support.
20. The good extra-curricular provision includes a wide range of sporting activities supported by specialist coaching from local clubs. These activities enhance pupils' personal development as well as their sporting skills. The school also provides tuition in recorders, brass and singing and the pupils have opportunities to listen to ensembles, which has a good impact on their appreciation of music. The school has a number of clubs, for example an art and needlework club, and tuition in French and Japanese. The school holds special occasions to reinforce aspects of its work that it considers to be important. Examples include European Awareness week, poetry day, Greek day, world book day, careers week and music week, all of which broaden pupils' background knowledge effectively. Pupils are given opportunities to go to the local theatre to see performances of ballet, or to sing as part of a larger group as, for example, at a singing day at the City Hall.
21. Visitors and visits, including a residential visit enrich the school's provision. There are good links with the local community, agencies and services which enhance pupils' understanding of personal and social issues. The school shows its care for others through its efforts in raising funds for charities. Good systems are in place to aid the smooth transition of pupils to the next stages of education within the school, while transition to the secondary phase of education is satisfactory.
22. The school has an appropriate team of teachers who are effectively deployed. Experienced teaching assistants offer good support by helping pupils, who would otherwise be struggling, to gain better access to the curriculum. The school maintains a register of gifted and talented pupils. Good consideration is given to ensure that each

pupil has access to the full range of curriculum opportunities. Satisfactory provision is made for homework. Extra support in English and mathematics is provided.

23. All pupils have equal access to the curriculum and to extra-curricular activities. Individual education plans are good. They are clear and set manageable targets for improvement. They are reviewed at appropriate intervals and shared with the pupils and parents. Pupils' involvement in the evaluation and setting of targets represents an improvement on the findings of the previous inspection, where this was judged to be insufficient. Class teachers are appropriately involved in the production of individual education plans and have a clear understanding of the needs of pupils. The information received by teachers on the pupils withdrawn for extra help is insufficiently regular and this at times adversely affects the day-to-day assessments of and provision for pupils' needs.
24. The very good accommodation is spacious, bright and well cared for and provides full access to pupils with physical disability. Resources are good. The recently acquired interactive whiteboards are used well to stimulate pupils' interest in learning, although a weakness currently in the school's ICT provision is the limited number of printers. The school's outside environment is attractive and is used effectively to promote learning. Attractive displays of pupils' work and the celebration of achievement can be seen both in the corridors and in the classrooms.

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

The attention paid to pupils' care, welfare, health and safety is **good**. Support, advice and guidance for pupils based on the monitoring of their achievements and personal development are **satisfactory**. The school makes a good effort to involve pupils in its work and development.

### **Main strengths and weaknesses**

- Children feel safe and well cared for because the school provides a cheerful supportive environment.
- There is a good induction programme for the nursery and reception children, which helps children to settle quickly.
- A healthy lifestyle is promoted well, for example through the excellent initiative for hot dinners, because the school recognises the links with the pupils' achievement.
- Pupils with low attainment are identified carefully and have access to a good range of support programmes but these programmes have yet to have a full impact on their attainment because the class teachers are not always informed about the purpose of the activities.

### **Commentary**

25. The school provides a very clean, attractive and cheerful environment where children feel safe and secure. The school works very hard at promoting healthy living, including addressing issues such as smoking and drugs in personal, social and health education lessons. The school follows locally agreed procedures regarding child protection and is conscientious about its responsibilities. The policy is very full and detailed but insufficient information is disseminated to new staff.

26. There are good procedures to identify pupils who are underachieving. The school makes comprehensive assessments for identifying and checking the progress of pupils with special educational needs. Relationships and trust between teachers and pupils are very good. Pupils have particularly good relationships with the special educational needs co-ordinator and designated teaching assistants. At the end of lessons they discuss their progress with staff and are involved in reviews of their individual education plan targets. The school is well provided for in terms of provision for pupils with physical disabilities and provides appropriate resources. Staff know pupils very well and are aware of any background and social issues which may have consequences for pupils' learning. The amount of adult support has increased substantially and there is a good variety of initiatives designed to accelerate learning. Pupils are sometimes withdrawn from English and mathematics lessons but class teachers do not always receive sufficient information about the various programmes undertaken by pupils at these times. As a result the work of the withdrawal groups is not always followed through in class. At present the initiatives have not had time to have a full impact on achievement. Personal support is often good and pupils report that they have good and trusting relationships with known adults whom they are confident to approach with problems or worries. There is a good induction programme in the nursery and reception classes, so that children settle in quickly and make satisfactory progress.
27. The school council has given pupils a voice in the school. The school has recently collected and carefully analysed pupils' views about their school. Pupils know that their views are valued and are confident that their concerns will be addressed.

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

The school's partnership with parents is **satisfactory**. Links with the local community are **good** and links with other schools are **satisfactory**.

### **Main strengths and weaknesses**

- Relationships with parents are improving but not all parents have full confidence in the school because there has been a period of poor communication previously.
- The local community is used well to extend educational opportunities and make lessons more interesting and relevant.
- There are limited curricular links with receiving secondary schools through difficulties with communication.

### **Commentary**

28. Relationships with parents are improving. Some parents are starting to acknowledge the improvements brought about by the headteacher. However, the school has not yet gained the confidence of all parents. The school has recently surveyed parents' opinions about the school, which show that most but not all parents are satisfied with the school. Concerns centre on pupils' behaviour and communication. Around one quarter of the parents responded. Parents receive satisfactory information about the work of the school and their children's progress. There are regular newsletters and the governors' annual report to parents provides a particularly readable and lively account of school life. There

are regular formal opportunities for parents to meet teachers supplemented by informal opportunities before and after school. Reports on pupils' progress meet statutory requirements but they are computer generated, impersonal and often written using complex educational terms. Educational courses for parents are available. Although many parents want to help their children at home, and there is a good number of parent helpers, the school has much work to do to overcome a substantial element of parental apathy.

29. The resources and facilities of the local community are used effectively to add interest to lessons. There is a good range of visits – for example nursery and reception children visit the local shops – and work on signs and features is used to develop language and the children's knowledge and understanding. Older children visit exciting cultural events in Kingston-upon-Hull and access a range of local museums. The local community makes a good contribution to pupils' achievement; for example, volunteer readers help individual pupils practise their reading, and members of local sports clubs deliver health education. The presence of Sure Start on the premises encourages members of the local community to access school, and pre-school groups help to establish communication and familiarity before children start school.
30. The school makes every effort to encourage parents to attend reviews. Where this does not happen staff ensure that parents are informed of pupils' progress and are involved in decisions regarding future plans. The school has very good links with a wide range of local supporting agencies, such as the educational psychology service, medical services, speech therapy, the local education authority support services, local special schools, family support unit and social services, which enable a very rounded view of pupils' needs and provision.
31. Transfer mechanisms are satisfactory, for example in co-operative arrangements with the receiving secondary school on a science project. Although members of secondary school staff visit the primary school prior to Year 6 pupils' transfer to collect personal information, curricular links with receiving secondary schools are limited. Pupils have limited opportunities to visit the receiving secondary schools until very late in the summer term of Year 6. This results in pupils becoming anxious about moving to secondary school. However, the school is outward looking and works with other local primary schools and educational professionals in a satisfactory manner.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory overall. The headteacher has a very good sense of purpose and direction for school improvement and of the quality of education intended for the pupils. The effectiveness of management is satisfactory. The governance of the school is satisfactory although governors do not have sufficient understanding of the strengths and weaknesses of the school.

### **Main strengths and weaknesses**

- The headteacher and senior staff have high aspirations for the pupils that result in clear direction for improvements.

- The co-ordinator for special educational needs provides good leadership and management and pupils receive good support and learn effectively as a result.
- The Foundation Stage co-ordinator gives good leadership so that provision is good.
- Staff performance management is effective in bringing about improvements.
- The role of the governing body is under-developed in giving the school direction and in establishing monitoring procedures to be informed about provision.

## Commentary

32. The leadership of the headteacher is very good and similar to that reported at the time of the last inspection. The school has overcome the interim period of significant difficulty when there was no substantive headteacher in post. The headteacher provides very good direction and support. Following a very thorough self-review, she identified accurately the educational and personal priorities for the pupils. By setting high and uncompromising expectations for the pupils' behaviour she has established consistent strategies which have led to a dramatic improvement. As a result, the school has a good working atmosphere and the great majority of pupils are keen to learn. In addition, the headteacher has established a strong senior management team which ensures that daily provision and children's learning are generally good. As a result, there are encouraging signs of improvement in standards and achievement is satisfactory. The effectiveness of management is satisfactory because recent improvements to procedures and monitoring arrangements have not yet had sufficient impact on achievement and in raising standards. There is a good inclusive climate for learning which ensures that all groups of pupils are treated equally and with consideration. This matches the school's determination to implement its agreed race equality policy.
33. The school has made satisfactory headway in tackling the weaknesses identified at the time of the last inspection. Standards have improved faster than the national trend at Year 6. The underachievement at Year 2 caused by long-term staff absence and many changes in supply teachers has been corrected. Standards in religious education have improved by Year 2 and Year 6. The headteacher found there were few assessment procedures at the time of her appointment and she has ensured that these are in place to help with lesson planning and teaching. There is a good marking policy and examples of very good marking in English, although the practice varies more in other subjects where pupils are given less clear guidance on how to improve.
34. The headteacher has introduced effective monitoring and evaluation procedures. These range from inviting pupils to evaluate their own understanding at the end of lessons to a comprehensive system of work sampling and lesson observations. Performance management is fully established and targets are linked well to school priorities, such as improving the pupils' speaking and listening skills. The management of the recruitment and retention of staff is satisfactory though has been adversely affected by some long-term absences.
35. Leadership and management of special needs are good. The co-ordinator has a very good understanding of the needs of the pupils. She ensures that comprehensive assessments and records are kept of pupils' progress and that these are used to help with planning. A significant factor in the good provision is the skilful way in which she manages the teaching assistants so that they form a knowledgeable and well-motivated

team. They regularly check pupils' progress and evaluate their own work so that they can make improvements. There are occasions when lower attaining sets do not have the benefit of their time because of the perceived needs elsewhere. The co-ordinator has created a good working atmosphere in the special educational needs classroom and provides a very good role model for teaching.

36. The leadership and management of the Foundation Stage are good and promote effective learning. The nursery nurses and support assistants are prepared well and have a strong impact on children's learning. The subject leaders provide good leadership and support overall, particularly for the core subjects. There are good procedures to monitor provision, including lesson observations, with helpful feedback on aspects to improve. The work of the senior staff in managing and supporting year group phases is effective in promoting pupils' achievement.
37. The school improvement plan gives a good steer on identified priorities. Targets such as improving the school's procedures for self-evaluation, raising standards in literacy and numeracy, and improving the use of ICT in classrooms are highly relevant. There are suitable links with governor committees although the ongoing contribution from governors is underdeveloped. The role and effectiveness of the governing body are satisfactory but working arrangements to monitor provision are not established. The governors are keen to take on their responsibilities, however, and have identified ways to become informed. There is a suitable committee structure and they use meetings to discuss and approve policies. They ensure that the school complies with statutory requirements, for example in relation to special educational needs and the implementation of the race equality policy. The governors have appointed a part-time bursar and take satisfactory account of the principles of obtaining best value in their decisions. They discuss the benefits of financial decisions with the headteacher, for example the increase in classroom support assistants and improvements in behaviour, but they do not yet have effective ways to monitor provision regularly. The carry-forward figure into the current financial year is larger than usual because the governors are holding sufficient finances in reserve to meet the higher staff costs associated with a falling school roll.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	993 163	Balance from previous year	47 249
Total expenditure	894 371	Balance carried forward to the next	98 792
Expenditure per pupil	2 505		



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

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

Provision in the Foundation Stage is **good overall** but it is better in the nursery than in the reception class. The provision is similar to that found in the previous inspection in the nursery but not as good in the reception class because the quality of teaching is not as strong. Children's attainment on entry to school is very low in comparison with the expected levels in most areas of learning and particularly poor in communication, language and literacy, in mathematical development and in personal and social development. Over half the children are unlikely to reach the expected standards in communication, language and literacy and mathematical development because, despite the good provision, their attainment on entry is low and acts as a significant barrier to learning. In the other areas of learning the majority of children are on course to reach the expectation because these areas are less dependent on early language skills and good teaching has a positive impact.

A major change in the way the Foundation Stage is organised has taken place this year. One unit has been formed, with the nursery and reception classes having their own base classrooms. They share an interconnecting room, the large outdoor play area and for the first hour of the day children from both classes have access to each other's classrooms to choose activities. On the whole this arrangement works well, particularly for the nursery and lower attaining reception children. However, during this initial play session and the other times reception children have to play, what is to be learned is not always clear and does not build on what children have already achieved in the nursery because planning is not clearly focused. The members of staff work well as a team and the nursery nurses and support assistants are effectively briefed and make a very valuable contribution to children's learning. Provision is led well by an experienced co-ordinator. Thorough assessment, which is carried out regularly, ensures that each child's needs and progress are fully documented. The very small number of higher attaining reception-aged children currently in the Year 1 class is making good progress and has exceeded the goals expected for children of this age.

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

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

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

- Achievement is good because teaching is focused on promoting children's confidence and independence.
- Children have positive attitudes to their tasks and are usually well behaved.

#### **Commentary**

38. Children tackle their work with enthusiasm and are willing to have a go at new experiences because the teaching team provide every encouragement and expect children to be independent in the choices they make. Members of staff have high expectations of children's behaviour and as a result most children behave well. The organisation of the unit ensures that children learn to work and co-operate with each other. The children learn to take turns and share the equipment. Children are taught to be polite and when a plate of fruit was passed round all remembered, after a gentle reminder, to say *please* and *thank you*. All children are encouraged to tidy up after themselves and they do this willingly. Children with speech difficulties receive sensitive and effective support, as do children with other special educational needs, and those who speak English as an additional language. Most children are on course to reach the expectation for this area of learning by the time they enter Year 1 because teaching is good and members of staff set good examples for the children.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Provision and achievement in the nursery are good because teaching and learning are focused on developing children's language skills through interesting activities.
- Children are expected to listen carefully and have good opportunities to develop their speaking skills.
- Members of staff are good at captivating children's interest in books and stories.
- They develop children's vocabularies effectively through role-play, questioning and discussion.
- In the reception class the reading and writing areas are not sufficiently attractive and enticing for children to want to choose these activities.
- The teaching in the reception class is not sufficiently sharply focused to enable children to make good progress in attaining the necessary basic skills, which means opportunities are sometimes missed to take children's speaking skills and learning forward.
- The interactive whiteboard is very motivating for children and they are delighted to show off to their classmates their knowledge of letter sounds.

### **Commentary**

39. The teaching team uses stories as a basis for much of the work in other areas of learning, which extends children's understanding of literature effectively. Opportunities for nursery children to learn to read and write are provided in a multitude of ways. In both classes staff put a strong emphasis on children speaking and listening and this is making children more confident in expressing themselves orally. Teachers are skilled in their questioning to challenge children and make them think. However, it is often difficult for adults to understand what children are saying, particularly lower attaining children and those with speech problems. Many children do not speak in full sentences and this is not always fully promoted when members of staff accept the one-word utterances or simple phrases that children often use. The lack of a stimulating reading and writing area in the reception class limits the opportunities for children, especially boys, to engage in these

activities as a matter of choice. Regular sessions of the teaching of letter sounds and blends are taught well, particularly when the teacher uses the interactive whiteboard. For example, the pictorial animations fully held children's concentration and they confidently used the special 'pen' to match sounds to words. Consequently, they made good progress. In the reception class, the teacher missed opportunities to reinforce children's knowledge of the title and characters in the book they were sharing. Unfamiliar words were not explained and one girl remained mystified as to what a rug might be used for. Teachers encourage role-play and change the focus regularly to extend children's vocabulary. By the end of the reception year, few children will reach the expected goals in this area of learning despite making satisfactory progress and standards are well below the expectation. Some children's basic skills of letter formation and knowledge of letter sounds are poor. The quality of teaching is good in the nursery and satisfactory in the reception class since here it is not always sharply focused enough on addressing children's individual identified needs.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching in the nursery provides a very good start to children's mathematical development.
- Good equipment, activities and displays of numbers help children to learn.
- In the reception class the teacher occasionally misses opportunities to promote children's understanding.
- Planning in reception is not always matched sufficiently to children's learning needs.

### **Commentary**

40. Members of staff in the nursery provide lots of fun and relevant activities to help children count and constantly reinforce key concepts in a variety of ways. Children respond enthusiastically to the direct teaching and enjoy the good provision in other areas of learning such as sand and water. In reception, good use is made of the initial few minutes of the lesson. This was the case, for example, where children counted in twos using a 100-square to help them. The teaching is thorough and children are challenged in their thinking and the tasks are mostly matched well to children's developing needs. Lively games help children to put numbers in order and good support from adults helps children consolidate their understanding. Teachers use a range of motivating resources, such as puppets, to interest the children and relate effectively much of their teaching to the current book children are reading – The Three Little Pigs. Occasionally, the teacher in the reception class does not ensure that all the children in a group know how to play a game and time is wasted, and misses opportunities to show children how to be more effective in their counting. By the time children enter Year 1 they are on course to be well below the expectation in this area of learning despite making satisfactory progress. The quality of teaching in this area is good in the nursery and satisfactory in the reception class overall since planning here is not always matched sufficiently to children's learning needs.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

41. It was not possible to make an overall judgement of provision or standards in this area of learning but the work seen indicates that children achieve well. Children develop the use of their senses and understanding through activities such as growing plants and observing tadpoles. Curriculum plans show that members of staff provide an interesting range of experiences and visits. Children, particularly boys, have many opportunities to engage in construction activities and as a consequence they are skilled in building complicated models. Their poor language skills sometimes hamper their ability to explain what they have made. Computer skills are taught well. As a result, children use computers independently and are competent users of the mouse. Members of staff extend children's knowledge of different cultures through books and toys and an in-depth project on Africa.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Achievement is good because the outside area is large and well resourced and children have plenty of time to practise their skills.
- The teaching is good.

### Commentary

42. By the end of reception standards broadly meet the expectation. Many children move confidently on the large climbing apparatus, swinging, jumping, climbing, balancing and sliding with agility. Their good achievement is as a result of the good management which encourages daily experiences. They use bats and balls reasonably competently and manipulate tools and small equipment with growing dexterity. Nursery children confidently pedal wheeled toys and crawl through play apparatus. Members of staff are on hand to offer support to children and are quick to spot any needing help. They join in with activities providing encouragement and are sensitive in the handling of any minor disputes. Reception and nursery children benefit from physical education lessons in the hall which teachers use to give children opportunities to move and control their bodies within a structured framework. Planning is generally good and relates to the children's stages of development. As a result, teachers and other adults encourage children to develop their physical skills, using their good knowledge to ensure the provision is used creatively.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

## **Main strengths and weaknesses**

- Children have lots of chances to develop their creativity.
- Teachers plan for a good range of creative activities.

## **Commentary**

43. Teachers have a good understanding of how to develop the children's creative abilities which is shown through their planning and the adults' imaginative interactions with children. The quality of teaching is good and as a result most children make good progress and achieve well. There are daily opportunities for children to develop their creativity and skills. There is access to a good range of materials, with children able to choose to paint, draw and make models. As a result, children handle scissors and paint-brushes carefully, enjoy being creative and produce pleasing results. Children are taught how to use and mix powder paint from a young age and were greatly impressed to be working with a "real artist" making clay tiles. There is a good range of imaginative play experiences available, matched to each topic. For instance, the 'Francis Askew Builder's Shop' is very popular with the boys, although the play is more meaningful when an adult is available to interact with the children. In the outside area there are plenty of imaginative resources for children to extend their vocabularies and social skills. Children enjoy the small group sessions using musical instruments and their voices are bright and clear.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The quality of teaching and learning is good.
- The school makes good use of its thorough systems of attainment in order to set targets for improvement.
- The subject is well led and managed so that the school is clear on its strategies to raise standards.
- Standards are well below average.

#### Commentary

44. Standards in the work seen are well below average overall by the end of Years 2 and 6. This is in line with the findings of the previous inspection and the 2003 National Curriculum tests at the end of Years 2 and 6. The well below average performance in the 2003 national tests at Year 2 are partly explained by the high proportion of boys identified as having special educational needs and whose performance overall in English was around one year behind the national average for boys. These pupils, now in Year 3, are recognised as continuing to have low attainment. However, for the present Year 2 because the provision is good, standards of current work are improving and achievement is satisfactory. .
45. The school has rightly put in place a programme of work with a strong emphasis on improving pupils' speaking and listening skills with which to address their weak literacy skills. This is beginning to raise standards and improve achievement, particularly in reading, but there has been insufficient time for the programme to have a full impact on standards overall. The school has effectively identified the priority areas for focus in order to raise standards because it has thorough systems of assessment. Teachers make good use of these to check pupils' progress and to set targets for improvement for the whole school and for individuals.
46. Teachers rightly identified the need for the whole school to focus on improving speaking and listening skills, as important skills in their own right, and because these help to form the foundations for written communication. Because relationships are very good, pupils are helped to speak confidently. They know that their efforts are valued by the teacher and respected by peers. Opportunities are regularly sought during lessons for pupils to take part in discussions. They do so willingly. Because teachers remind them of strategies to use for successful listening, they listen carefully and respond appropriately to the comments of others. For example, in a Year 6 class for lower attaining pupils they were asked, in their small groups, to discuss the writing of recounts so that their understanding was clarified and their speaking and listening skills were extended. This approach is beginning to help pupils throughout the school to organise and compose their ideas when they write them down.

47. Most pupils usually have a clear understanding of what they need to do in order to improve. This helps them to focus on their learning. Pupils have individual targets for improvement which are reinforced by discussions with teachers and displays in classrooms. These indicate the steps they need to take in order to reach the next stages in their learning. When teachers mark pupils' work they provide comments which are encouraging and which help them to know what they need to do in order to make progress. In Year 3 the teacher commented, "Use words like 'suddenly' to build tension." Teachers usually share lesson objectives with pupils at the beginning of lessons so that they know clearly what is expected. When they return to these at the end of lessons their understanding of their learning is clarified. Classes are organised for English according to the pupils' attainment. Within these classes work is provided which is well suited to different abilities. This challenges pupils at their own levels and helps to raise achievement.
48. The good quality of teaching is a significant factor in the improving achievement. Teaching and learning are regularly checked by the headteacher and co-ordinator in order to make improvements and the school makes good use of the National Literacy Strategy to help pupils to build on previous work and to structure lessons. Teachers have clear targets for raising standards as part of their professional development. They have a good understanding of how to teach the basic skills. This is why reading standards are improving. By the end of Year 2 most pupils have a sound understanding of the strategies to use when meeting new or unfamiliar words. Higher attaining pupils clearly understand the main points in stories and discuss reading preferences. Improvements in reading standards are evident in Years 3 and 4 but have not had time to have a similar impact by the end of Year 6. For example, skills in reading between the lines and research skills are weaker than would be expected for pupils in Year 6. However, pupils are usually confident to discuss the approaches of different authors and refer to text in justifying their opinions. Pupils with special educational needs are well provided for so that they make sound progress. They have clearly identified targets for improvement in their individual education plans, and the work of the special educational needs co-ordinator and classroom support assistants, in all aspects of their work in English, ensures that their individual needs are well supported.
49. Teachers manage pupils well so that they are usually keen and eager to improve. In the very good teaching in a Year 6, the teacher's infectious enthusiasm and her lively and interesting delivery encouraged lower attaining pupils so that they made good progress in their writing. In Year 5 the teacher's skilful management of pupils with limited concentration spans ensured that they increased their understanding and use of adverbs. However, there are still many areas of weakness to be addressed. Standards of handwriting are inconsistent and spelling is generally weak throughout the school. Although the composition of pupils' writing is gradually improving, their use of words for variety and effect is generally limited and detracts from the interest and richness of their writing. By the end of Year 2, although punctuation is generally inconsistent, more able pupils punctuate sentences accurately. Year on year the pupils gain increasing confidence and accuracy in the use of such forms of punctuation as speech marks and exclamation marks. However, by the end of Year 6 the use of capital letters and full stops by many pupils is still inconsistent.

50. Leadership and management of the subject are good. The co-ordinator has a very good subject knowledge and checks teaching, learning and planning thoroughly in order to make improvements. She provides good support for colleagues and has a clear understanding of the way ahead in order to raise standards.

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

51. The use of literacy in other subjects of the curriculum is satisfactory overall. Pupils' literacy skills are well below average. Insufficient use is made of ICT, which leads to missed opportunities to extend pupils' skills. In subjects such as religious education, history and geography, pupils make sound use of their skills in order to discuss and record their work and to explain and describe events and ideas. In geography, for example, in Year 6 the pupils used their speaking and listening skills to question each other on information they gathered on the countries of Asia. However, weaknesses in research skills sometimes impeded their progress. In their marking of pupils' work, teachers' comments help pupils to increase their understanding of the particular subject and to develop their skills in English.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are well below average by Year 2 and Year 6, and pupils' numeracy skills are underdeveloped.
- Standards by Year 6 have improved since the last inspection because expectations are higher.
- The quality of teaching is good so that pupils achieve well in lessons.
- Teachers give a firm emphasis to number but less to developing pupils' investigational skills.
- The quality of presentation is unsatisfactory.

### **Commentary**

52. Pupils' achievement is satisfactory and they are making sound progress in Years 1 and 2. Around three quarters of pupils are on course to reach the national expectation by Year 2 but few pupils are likely to exceed it. Consequently, standards of current work are well below average by Year 2. This matches pupils' performance in the national test in mathematics in 2003. Standards are below those reported at the time of the last inspection in September 1998, although they are marginally better than the pupils' performance in the national tests of 1999. Teachers plan carefully to provide activities matched well to pupils' stages of learning but achievement is satisfactory rather than good because many pupils do not have the skills and confidence to work things out independently. Pupils with special educational needs also achieve satisfactorily because they receive sensitive support.



53. By Year 2, pupils perform simple additions and subtractions to 20, although many pupils are unable to do this mentally. They enjoy the task of recording answers on individual whiteboards but many are less confident at recording their work on paper. The teachers' good interactive approach promotes pupils' achievement because they are expected to take part and answer. In a good lesson for higher attaining pupils in Year 2, most knew numbers to 50 confidently and had the skills to skip count accurately in threes past 30. Good teaching, illustrating the ideas well using the interactive whiteboard, promoted good achievement. In a further good lesson with the lower attaining pupils, the teacher challenged them well to build a sequence counting in threes. The teacher's good strategies promoted good achievement by reinforcing the steps. Pupils' previous work shows satisfactory development of skills and progress in the level of difficulty of the work over time. Pupils demonstrate an early understanding of the properties of simple shapes and of measurement. They recognise and have the skills to find lines of symmetry. The quality of presentation is very variable and is unsatisfactory overall. Pupils have targets at the front of their books but these are not always dated and used effectively. The marking of pupils' work is up to date, and learning objectives are sometimes confirmed, but there are very few comments on how pupils might improve. There is a reasonable balance across the mathematical topics although there is a strong emphasis on number skills. Teachers provide very few open mathematical investigations to show the purpose for routine skills and to introduce pupils to higher level mathematical ideas, such as recognising pattern. The higher attaining pupils are presented with very few challenging investigations with the expectation that these will be written up as a well-presented piece of finished work.
54. Around two thirds of pupils in Year 6 are on course to reach the national expectation, which indicates that standards of current work are well below average. A few pupils are likely to exceed the expectation. This matches the position reported at the time of the last inspection, although the percentage of pupils reaching the expected level has doubled since then. Pupils' performance in the 2003 national tests was below the national average and below the average for schools having similar prior attainment.
55. Many pupils lack skills and confidence with mental calculation, and overall numeracy skills are well below average. There is much thorough teaching of basic skills and in Year 6, for example, the teachers reinforce pupils' learning and numeracy skills through a variety of everyday problems. As a result, pupils achieve well in lessons by making good gains in skill and understanding of how to tackle problems, although many rely on adult help.
56. By Year 6 most pupils have a reasonable knowledge of work across the different topics. In a good lesson with the upper set in Years 3 and 4, pupils were challenged to apply their knowledge of right angles to find relevant positions for the hands of a clock; and other pupils traced the repeating path of a sequence such as 2, 5, and 3 turning right at 90 degrees each time. These tasks challenged pupils well and promoted good achievement although the opportunity to bring out higher level skills was missed. The class teacher in a Year 5 lesson created a good working atmosphere, setting high expectations of the pupils to produce designs where half the 16 squares were coloured. Many pupils produced interesting designs but none could give a reasonable estimate of the number of designs possible. Pupils' previous work shows satisfactory achievement over time, with a suitable development to the content and level of difficulty appropriate to the expected

level for their age. The higher attaining pupils are given work to extend their knowledge although there is sometimes a lack of challenge.

57. The quality of teaching is good through the school. Planning is good, with a clear structure to lessons. Teachers have a good, interactive approach with the pupils and set high expectations for behaviour and effort. Questioning is often skilled in prompting pupils to explain their methods, although in some lessons the emphasis is too much on giving correct answers rather than developing the pupils' understanding of the process. The school's strategies to improve the pupils' behaviour are applied consistently and the usual lively explanations hold pupils' attention well. Marking is done conscientiously with praise as well as points to improve. Pupils have targets, and some are dated as met, although this is not consistent. The whole-school assessment procedures are good. Some work by higher attaining pupils is well presented but other work is scrappy and sometimes incomplete. There are a few examples of more open and challenging investigational work, more usually with the older pupils, and this is an area that is underdeveloped. The subject leader gives good support and direction for improvement.

### **Mathematics across the curriculum**

58. The range of applications is satisfactory although pupils' weak numeracy skills means they are often unsure of the skills to use and are slow in making calculations. Teachers help pupils to apply mathematics in a good variety of lessons in other subjects, although the school does not have a whole-school approach. Pupils use forms of measurement in science experiments and in setting out their results. Pupils use their visual sense in ICT to produce attractive layouts for posters. In physical education pupils are prompted to create interesting shapes and to travel in a variety of ways. Overall, mathematics is used appropriately to help communication and understanding in other subjects.

### **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are below average at the end of Year 2 and Year 6.
- The quality of teaching is good and the pupils enjoy learning.
- Good use is made of interactive whiteboards though other links with ICT are underdeveloped.
- Teaching of the skills of investigation and scientific enquiry has improved.
- Not enough use is made of reference books to develop research skills.
- The school makes good use of its environmental area.
- Leadership and management of the subject are good.
- Tasks are not adapted sufficiently to challenge groups of pupils with differing attainments.

### **Commentary**

59. The results of statutory assessment in 2003 indicated standards that were well below average by the end of Year 6 when compared with those achieved by pupils in all other schools nationally, and below average when compared with those achieved in similar schools. Teacher assessment at the end of Year 2 in 2003 indicated that standards were below average. The inspection judgement is that although standards are currently below average in Year 2 and Year 6, overall achievement is satisfactory. Pupils are now making satisfactory gains in their learning.
60. Much of this recent improvement in science is associated with the initiatives the school has undertaken to try to raise the achievement of pupils. Teachers have received training to improve their knowledge and confidence. The curriculum has been revised to address the programmes of study of the National Curriculum effectively. This is linked to effective assessment, analysis and monitoring. The skills of investigation and scientific enquiry are now being increasingly and more successfully developed throughout the school. Pupils are taught to predict, design and carry out a fair test, and to consider whether their comparisons and tests are fair. They communicate their findings in a range of ways, often using diagrams, tables, charts and drawings. However, there is little use of ICT to support work in science. There is little use of reference books to extend pupils' research skills. Higher attaining pupils are not challenged well because usually all pupils are given the same task.

Teaching is good and occasionally very good. Features of the good teaching include:

- detailed planning;
  - open-ended questioning that extends pupils' thinking;
  - use of stimulating resources;
  - good use of time;
  - very effective use of interactive whiteboards;
  - opportunities for direct observation and practical investigation;
  - good relationships and interaction between teachers and pupils;
  - effective support from classroom assistants.
61. Pupils put a lot of effort into their work because the teaching is good. They work sensibly in groups or when working with a partner. They show positive attitudes to the subject and enjoy the practical investigative activities in which they are engaged.
62. The school is fortunate to have a good environmental area and extensive grounds. Teachers exploit these outdoor facilities well. For example, a group of pupils in Years 3 and 4 furthered their understanding of living organisms by studying the range of living things to be found in the immediate environment of the school.
63. The subject is led and managed well. The co-ordinator has good subject knowledge, and because of regular monitoring and analysis, has a thorough understanding of the school's strengths and weaknesses. She is introducing new and well-founded ideas and supports staff well. There is a clear action plan, which, when fully implemented, will strengthen the subject further.

## INFORMATION AND COMMUNICATION TECHNOLOGY

64. Two lessons were observed and none in Years 2 or 6, so it is not possible to make a judgement about overall provision. However, evidence was gained from observations in other lessons, scrutiny of pupils' work and discussions with pupils and staff to form judgements on standards and aspects of the curriculum. Standards are at the expected level and the pupils' achievement is satisfactory in Years 1 and 2. Pupils build progressively on the skills they learn in the reception class. Standards are below those expected, and below those found at the previous inspection in Years 3 to 6. Pupils, including those with special educational needs, attain good standards when using multi-media presentations and achieve satisfactorily in researching for information from the Internet and in the use of spreadsheets. However, they underachieve in the other strands of the curriculum. Standards have slipped because there has been a recent lack of focus on the subject together with deficiencies in the equipment and a lack of staff confidence and expertise. Since the last inspection computers have been replaced, a computer suite has been set up and members of staff have received training. However, they are still unsure about using sensors and monitoring devices and there are not enough resources to teach these elements.
65. Members of staff have received training in the use of the recently purchased interactive whiteboards and they are used effectively in many lessons. Teachers are able to access the Internet and use video clips to help bring lessons alive. Pupils across the school are motivated by the teachers' use of whiteboards. For example, in a Year 2 lesson the teacher used the board to demonstrate how to 'jump' in sets of three along a number-line and the pupils successfully predicted the next number because of the visual clues.
66. Pupils have good attitudes to ICT and are keen to use computers at every opportunity. They are eager and enthusiastic to demonstrate their skills and are competent in their use of the keyboard and mouse. They successfully access different programs, files and folders, and their work shows they combine text and graphics effectively.
67. No lessons were seen in Years 1 and 2 and little work was in evidence. Pupils frequently miss seeing their work in print because there are not enough printers and this is disappointing for younger pupils. Only two lessons were observed, in Year 3. In one, the teaching and learning were good. The open-ended nature of the task meant that pupils could explore their own ideas of what their advertisement for a drink would look like. Higher attaining pupils quickly surfed the Internet to come up with exciting pictures to incorporate into the text and enhance their advertisement. Pupils in this lesson were helped by the teacher to develop their ideas effectively and to learn new skills. In the other lesson, a technical failure of the computers meant that pupils wasted time and did not make the expected progress. The school uses the local education authority's scheme for assessing pupils' achievements and pupils value the 'passports' that show what they have achieved. Although the timetable displayed in the computer suite shows the computer suite is used throughout the week, during the inspection it was unused for most of the time because teachers concentrated on classroom activities.
68. The subject is led and managed satisfactorily. Members of staff have completed assessments for their classes which gives the co-ordinator good information about

current standards. The co-ordinator has interviewed pupils and has appropriate plans to improve the provision.

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

69. Although interactive whiteboards are used successfully in many lessons, ICT is not used enough in other subjects. There are few displays of work in ICT and opportunities are missed, particularly in English, for pupils to develop, for example, their word-processing skills. For instance, some pupils in Year 6, demonstrating their competence using word-processing software were unable to cut and paste text, a skill they should have learned lower down the school. Pupils' competence in using ICT in other subjects is below the expectation.

### **HUMANITIES**

70. Only one lesson was seen in **geography** during the inspection so it is not possible to give a judgement on overall provision or on the quality of teaching. In the lesson seen teaching was very good because the teacher carefully organised tasks so that pupils of different abilities were challenged at their own levels and because her very good management of pupils and lively and enthusiastic delivery engaged pupils' interest. Evidence from discussions with teachers, the scrutiny of work and teachers' planning, and from the lesson seen indicates that standards meet the expectation. The school meets the statutory requirements for teaching the subject and the curriculum is broadened by setting aside weeks when pupils focus on particular parts of the world. The subject leadership is satisfactory.
71. Only two lessons were seen in **history** during the inspection so it is not possible to give an overall judgement on teaching or on overall provision. Evidence from the lessons seen, from the scrutiny of pupils' work and of planning and from discussions with teachers, indicates that the subject meets the statutory requirements. The subject matter, for example on the Great Fire of London and the sites of early settlements, is made relevant to the pupils through visits to the local museum service which deepen pupils' knowledge and understanding. In the two lessons seen the teaching was good because the teachers managed pupils well. They made good use of their subject knowledge to explain ideas such as the passage of time and to question pupils about events and personalities during the Second World War. A strong feature is that pupils make sound use of skills of historical enquiry in order to extend their knowledge and understanding. This enabled most pupils to make good progress during the lessons. The subject leadership is satisfactory.

### **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

Standards have improved since the last inspection and are now in line with the expectations of the locally agreed syllabus.'

'Provision in religious education has improved and the subject now receives an appropriate amount of taught time.'

- Throughout the school pupils learn aspects from all of the main world religions.
- Pupils benefit from a wide range of interactive experiences.
- The subject makes a good contribution to pupils' cultural, including multi-cultural, development.
- Resources for religious education have improved since the previous inspection.

## **Commentary**

72. Overall standards in religious education are in line with those expected in the local agreed syllabus by the end of Year 2 and Year 6, and achievement is satisfactory. This is an improvement since the time of the previous inspection. Through visits to the local church, pupils know about special times in the church's year, for example Christmas, Easter and harvest. They are aware that Sunday is a special day for many people and that ceremonies such as baptisms and weddings are held in a church. Pupils know some stories from both the Old and New Testaments and recall some facts during discussions.
73. Throughout the school, pupils are introduced to aspects of Islam, Sikhism, Buddhism, Judaism and Hinduism. This is more than is required by the locally agreed syllabus but makes a good contribution to pupils' cultural, including multi-cultural, education. They know some of the symbols, holy books, places of worship and practices associated with the main world religions. The school makes effective connections between religious education and pupils' personal development, since pupils are encouraged to reflect and respond to social, moral and environmental issues. Displays and photographic evidence point to the school's interactive and cross-curricular approach to teaching. Although pupils benefit from a wide range of interesting experiences, progression in the development of knowledge of religions is a relative weakness because the school's approach is not yet carefully structured.
74. Teaching overall is satisfactory although good teaching was observed during the inspection. Here, pupils were attentive and listened well. They developed an understanding that in different religious and cultural traditions there are various creation stories. Some areas of pupils' current knowledge indicate good teaching previously, for example making good links with literacy and design and technology. Learning is promoted well through role-play and visits.
75. Resources for religious education are good. Time for teaching, an issue from the previous inspection, has also been improved. Pupils' work is assessed appropriately and the subject is regularly monitored. The co-ordinator is knowledgeable and enthusiastic. The subject scheme of work includes more than that required in the locally agreed syllabus. Leadership and management of the subject are satisfactory.

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

76. Although no lessons in **art and design** were observed, it is evident from displays that standards are at an expected level for the pupils' ages, and pupils' achievement is broadly satisfactory. Teachers provide opportunities for pupils to use a sufficiently wide variety of materials to develop their skills in different artistic techniques. Pupils' art and design work displayed around the school is of satisfactory quality and pupils take care with their work. Sketchbooks make a good contribution to pupils developing their skills in drawing. The needlework produced by older girls at the after-school club is of a very high standard and they are justifiably proud of it. The 'Art week' and outside artists who work with pupils and staff make good contributions to the subject.
77. There is not enough evidence to make a judgement about standards or the quality of teaching and learning in **design and technology**. Very little work was seen in design and technology. The work seen is of a satisfactory standard. The 'coats' made in Year 2, based on Joseph's coat of many colours, were carefully constructed with good care taken in the sewing and decorations. Year 3 and Year 4 work shows originality in the design of a chair. The pupils take care with their work and give honest evaluations of their designs and products. In the one lesson observed the teaching was good and pupils achieved well. The pupils were intrigued by the different purses and wallets they were disassembling and through discussion and investigations of the items learnt a lot about the construction and the different kinds of materials used. There is no co-ordinator and the headteacher is satisfactorily caretaking the management of the subject.
78. It was possible to observe only one lesson in **music**, and, as there were few examples of pupils' work, there is insufficient evidence to make a judgement about the standards pupils are attaining, or the quality of teaching and learning. Observations in assembly indicate that pupils enjoy singing. They are given opportunities to perform in school productions and in wider settings, for example, in the local church at Christmas and Easter, and at the City Hall, as part of Hull's Festival of Carols. The school has a choir and tuition is provided in recorder playing. Pupils are encouraged to listen to a wide variety of recorded music as they come into school and in the daily act of collective worship. In addition to the tuition which they provide in trumpet and trombone playing, opportunities to listen to live performances are provided by the string, woodwind and brass ensembles from the local education authority peripatetic service. There is further enrichment through attendance at performances of ballet, for example *The Nutcracker* at the city's New Theatre. In the one lesson observed, pupils were encouraged to use percussion instruments to compose using pictures of different weather conditions as a stimulus. They worked with enjoyment and the standard of their work was similar to what might be expected of pupils of that age.
79. In **physical education**, pupils benefit considerably from physical activities in their personal development and self-esteem. For many pupils who find formal language and mathematics work difficult, physical education provides good opportunities for them to show alternative talents. The school offers a full programme of physical activities through the year, indoor and outdoor, with a swimming programme for all junior year groups. Standards in the activities seen are broadly average. In Year 2, pupils explored how to travel in and out of spaces using a variety of moves and in Year 5 pupils developed athletics' skills. The pupils' good attitudes and behaviour promote their achievement, although a few pupils are not able to apply suitable self-control. The quality of teaching was satisfactory in the lessons observed. Teachers bring a good personal enthusiasm to

their teaching, which helps to motivate pupils to work hard. The subject leader was not available for discussion during the week of the inspection. The headteacher is managing the role on a temporary basis and ensures that pupils have regular good access to a full range of physical activity. The school offers a good variety of sporting activities outside school, which several pupils are keen to participate in.

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

80. The school places a very high priority on pupils' personal development, of which the personal, social and health education programme forms an integral part. The sessions encourage pupils to think about their life in school and wider issues in the community. Four sessions were observed but none in Years 2 or 6 so it is not possible to give an overall judgement on provision. In Year 1 pupils were encouraged to talk about their experiences of going to the seaside and to listen to others. In Years 3 and 4 pupils discussed their local environment and recognised the improvements being made. They understood that there was a shared responsibility for the locality and several expressed a strong moral understanding. Standards were satisfactory and achievement was good in the lessons seen, promoted well by the class teachers' high expectations for behaviour and considerate discussion. The quality of teaching was good in the lessons observed and the programme of study offers pupils good opportunities to consider issues relevant to their lives. Teaching is effective in promoting a better understanding of personal care and responsibility, and has a positive impact on pupils' self-esteem because they have the chance to express personal experience and ideas. The permanent co-ordinator provides satisfactory support.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

