

INSPECTION REPORT

BROUGH PRIMARY SCHOOL

Brough near Hull

LEA area: East Riding

Unique reference number: 117842

Headteacher: Mrs I Peirson

Lead inspector: Mr A Giles

Dates of inspection: 7th – 10th March 2005

Inspection number: 266518

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	366
School address:	Springfield Avenue Brough
Postcode:	HU15 1AE
Telephone number:	01482 667352
Fax number:	01482 665459
Appropriate authority:	The governing body
Name of chair of governors:	Mr Keith Smith
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

Brough Primary is a large community primary school situated to the west of Hull. The communities of Brough, Elloughton and Welton have merged over the past few years as a result of new, and still ongoing, housing developments. This has resulted in unclear catchment boundaries and pupil numbers have fluctuated from a high of 404 to the present number of 366. This has had implications for staffing and budget contingencies and also for inward mobility figures. Thirty eight per cent of pupils in Years 5 and 6 did not start their schooling at Brough. The school serves a mixed socio economic background and evidence shows clearly that the attainment of pupils on entry to the school is in line with that expected nationally. An anomaly of the school is the very low percentage of free school meal category - presently four per cent and well below the national average – compared to the higher number of pupils with special educational needs, consistently in line or above the national average since the last inspection. The percentage of pupils with statements of special educational needs is significantly higher than the last inspection. One of the most distinctive features of the school is the multi-agency links that have been established to help meet the wide range of needs within the community. The school regards itself as proactive in recognising and supporting families in need, leading to decreases in direct social services intervention. The preventative measures and support in place are used by the multi-agency service as examples of good practice and similar provision is being established in other areas. Although attendance figures for 2003 – 2004 are well above the national average the local education authority have recognised the need for an education welfare officer to liaise with a small number of families of identified pupils to resolve their poor attendance. In 2004 the school achieved the Healthy Schools and Inclusion awards and plans much of its work in line with the local education 'creative contexts scheme.'

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17709	Mr Alan Giles	Lead inspector	Mathematics
			Physical education
			History
			English as an additional language
			Special educational needs
19443	Mrs Nancy Walker	Lay inspector	
22452	Mrs Mary Farman	Team Inspector	English
			Information and communication technology
			Music
24031	Mrs Iris Idle	Team inspector	Foundation Stage
			Religious education
			Design and technology
			Art and design
22881	Mr G Halliday	Team inspector	Science
			Geography

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 Tyne & Wear
 NE11 0SR

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brough Primary is a good school. It has a very good atmosphere for learning because all staff are very well aware of the varied and diverse learning needs of all its pupils. The school provides good value for money.

The school's main strengths and weaknesses are:

- Although standards in mathematics are above those expected, provision lacks whole-school clarity and a structure for monitoring development and improvement.
- Inconsistency in the use of the assessment for learning policy in that not all challenges to pupils are based on the most recent assessments.
- Its very good commitment to the care, guidance and learning support for all its pupils, exemplified by excellent relationships throughout the school.
- Good achievement overall, including very good achievement for pupils with special educational needs.
- Standards that are well above those expected in English, Information and communication technology (ICT) and design and technology.
- A very enriched curriculum that links subjects very well and makes pupils' learning more meaningful and creative.
- Good teaching characterised by very high expectations of good behaviour and good subject knowledge.
- Good overall leadership and management systems.
- Very good partnerships with parents, other schools and the community.
- A very good learning ethos that is significantly improved by enterprising and responsible pupils who have very good attitudes to learning.

The school has made good improvement since the last inspection in 1999. It has developed a very well enriched and innovative curriculum which has good inclusive features and improves pupils' creativity. Very good provision and high standards in English have been developed but provision in mathematics has lagged behind these.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	C	C
mathematics	C	D	E	E
Science	C	C	E	E

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

The achievement of pupils is good. Children achieve well in the reception class but more consistency in the daily provision for their communication, language and literacy, and mathematical development would improve progress. Standards in all aspects of English have risen since the previous inspection and are above those expected for pupils in Year 2 and well above in Year 6. Standards in mathematics in Year 2 are above those expected, and have been consistently so since the last inspection. In Year 6 they are above those expected nationally and higher than recent national tests results. Standards are better in mathematics lessons when teachers plan tasks that build on previous learning. Standards in science are above those expected in Years 2 and Year 6. Pupils enjoy and respond well to investigative work. Standards in ICT are well above those expected by Year 6. Achievement is very good as a result of regular access to the computer suite and the confident and competent use in other areas of the curriculum. Standards in religious

education are above those prescribed by the syllabus used in local schools. Standards are rising in other curriculum areas as a result of the school's involvement with the local education authority 'Creative Contexts Scheme.' Within this scheme gifted and talented pupils are recognised and they achieve well. Pupils with special educational needs, including those with statements and identified behavioural problems, achieve very well against the targets set for them.

Pupils' personal development including their spiritual, moral, social and cultural development is very good. Pupils get along with each other exceptionally well; excellent relationships and very good attitudes to learning are a major strength of the school. Pupils' have very good levels of respect for other's feelings, values and beliefs and the school's well above average attendance rates reflects their enthusiasm to attend school.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good. Teachers have excellent relationships with their pupils. Their encouragement and creativity successfully develops very good attitudes to learning. Teaching expertise is very well developed in partnership with other local schools. Overall assessment procedures are satisfactory. There are good systems for tracking, target setting and reporting progress, but the information is presently inconsistently used to modify learning tasks to suit the previous achievements of pupils. Learning is well enriched by out-of-school clubs and visits to places of interest. The school makes very good provision for pupils' care and welfare and has developed extensive links with agencies and experts outside of school to give pupils additional support.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Very good vision by the headteacher has developed a school ethos for setting clear targets for improvement based on the professional development of teachers and self-evaluation procedures. As a consequence the development of subject leader expertise in all areas, especially English, ICT and design and technology, has contributed significantly in raising standards. Since the last inspection the school has successfully developed policies that address provision for pupils with special educational needs that are testimony to the good inclusivity of the school. The good governing body supports the senior management team well in addressing a range of issues and are aware of the school's strengths and areas for development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents feel their children enjoy coming to school and that they are making appropriate progress. They feel that the school is responsive to their concerns, is well led and that teachers have high expectations of pupils to work hard. Pupils speak favourably of the very trusting relationships with other pupils and adults in school. They also speak very positively about the role of the school council and say that they are consulted about changes.

IMPROVEMENTS NEEDED

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

- Improve the leadership and co-ordinating arrangements for mathematics to the level of support monitoring and evaluation seen in other subjects, especially English.
- Continue to develop the assessment for learning policy to ensure that challenges to all pupils are based on most recent assessments.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well, though this is more marked in Years 1 to 6 than in the Foundation Stage. In the Foundation Stage, children achieve well in their personal, social and emotional development, knowledge and understanding of the world and creative development. They are set to exceed the early goals in all areas of learning by the end of reception, but in communication, language and literacy, and mathematical development, where some teaching is not as good, they achieve steadily. Pupils in Years 1 to 6 achieve very well in English, ICT and design and technology, where standards are well above those expected by Year 6. They achieve well in other subjects and attain standards that are above those expected in mathematics and science.

Main strengths and weaknesses

- Improved standards in all Year 6 core subjects compared with the recent trend of results.
- Support and target setting for pupils with special educational needs is of a very high quality enabling them to achieve very well.
- Although standards in mathematics in Year 6 are higher compared with the previous two years, inconsistent planning and assessment procedures slow rates of pupils' progress between Years 3 and 6.
- Interesting tasks, with a strong focus on learning through investigation, results in pupils achieving well in science.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.6 (16.7)	15.8 (15.7)
writing	15.8 (15.9)	14.6 (14.6)
mathematics	17.0 (16.8)	16.2 (16.3)

There were 49 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 2004

Standards in:	School results	National results
English	27.1 (27.3)	26.9 (26.8)
mathematics	25.7 (26.3)	27.0 (26.8)
science	26.9 (29.2)	28.6 (28.6)

There were 65 pupils in the year group. Figures in brackets are for the previous year

Commentary

1 The 2004 national tests for seven-year-olds in reading and writing and mathematics were above the national average in comparison to all schools. Since the last inspection they have been average, or slightly below, when compared to similar schools. However, these are compared to schools with the lowest free school meals figures nationally and do not reflect the percentage of pupils with special educational needs. The trend in improvement at this age is above that seen nationally.

2 Standards in English are in line with those of all schools in the 2004 national tests for Year 6 pupils. They have been average or above average using prior attainment comparisons in every year since the last inspection. The picture is very similar in science except for a dip in 2004 when

similar school comparisons were well below those expected. Standards in mathematics have been lower than those in English and science, often being below those expected in comparison to all schools and using prior attainment comparisons.

3 The trend in improvement at this age is below that seen nationally. This is the result of lower than normal results in the 2003 and 2004 tests, especially in mathematics and science. There are numerous factors relating to the characteristics of the school that need to be taken into account when evaluating the results specific to those two years:

- The recent trends for test results in mathematics have been lower than English and science and have reduced the overall grades for core subjects.
- Many of the pupils with special educational needs, including statements, were from families that needed support from multi-agency family support services and had many issues that presented barriers to learning.
- The 2003 and 2004 cohorts were the pupils who were identified in Years 1 and 2 at the last inspection as behaving poorly and having unsatisfactory attitudes to learning. All of these were boys – 43 per cent of who were on the special educational needs register in 2004.
- Some disaffected boys were potentially high achievers but did not achieve the higher National Curriculum levels because of unsatisfactory attitudes to learning.

4 Present children in the reception classes develop their personal, social and emotional skills well as a result of the very good relationships between adults and children. A wide range of first hand activities helps them to gain a good understanding of the world around them and improves their creativity. The emphasis placed on the teaching of phonics is having a good impact on children's reading and writing and children develop their mathematical knowledge and understanding through a range of practical activities. In both these areas of learning some planning is not sufficiently detailed to ensure that all children extend their literacy and mathematical skills on a daily basis.

5 Inspection findings are that standards in all aspects of English have risen since the previous inspection and are above expectations for pupils in Year 2 and well above in Year 6. Pupils' listening and writing skills are improved by participating and listening to each other in well informed debates. Pupils achieve very well in reading because of the availability of interesting books and by their firm preferences for authors and enthusiasm for reading. Pupils are demonstrating an interest and enthusiasm for writing. The school uses 'writing toolkits' very effectively. This is particularly effective in increasing boys' interest and is having a very positive effect on standards. Pupils' handwriting improves as they get older. By the time they are in Year 6 their handwriting is consistently neat, clear, joined and very well formed. They write interesting, well constructed and lengthy stories, using ICT very effectively to present different styles of writing.

6 Standards in mathematics in Year 6 are above those expected nationally and higher than the most recent national tests results. Standards in Year 2 are above those expected, and have been consistently so since the last inspection. Pupils of all ages respond very positively to practical problem solving tasks and their work is enhanced by the very good use of ICT across all areas of the subject. Strategies to develop pupils' mental and written computational skills are inconsistently planned. Learning is better in the classes where previous achievements have been recognised and built on, compared to lessons where similar work is often repeated.

7 Standards in science are above those expected in Year 2 and Year 6. Pupils respond well to first-hand learning experiences, including the study of wildlife in the school grounds and residential visits. Pupils systematically build-up the skills needed to record findings of their investigations. They show initiative in testing hypotheses and by Year 6 are well aware of the need to ensure tests are 'fair' and that they need to be repeated for accuracy.

8 Standards in ICT are well above those expected by Year 6. Achievement accelerates as pupils move through the school. This is the result of regular access to the computer suite to develop core skills and the confident and competent use in all other areas of the curriculum. From

an early age pupils access their own personal files and identify different applications to competently insert text and pictures to produce high quality products. Such is the expertise of the older pupils they produce very good quality multi-media presentations and animate stories for younger pupils. They have well above average skills in using control technology to create waking and alarm systems and they create spreadsheets confidently.

9 Standards in religious education are above those prescribed by the syllabus used in local schools at the end of Years 2 and 6. Artifacts are used well to support pupils' understanding of different beliefs and cultures. Learning in the subject is very well linked to PSHCE and enriched by many opportunities for pupils to take part in celebration performances and visits to places of worship.

10 Standards are rising in other curriculum areas as a result of the school's involvement with the local education authority 'Creative Contexts Scheme.' Standards in design and technology are well above those expected. Very good design sheets are apparent in all year groups. Pupils think carefully through the order in which they make their models and record these prior to making. They generate very good evaluations and show clear suggestions for improvements. In art and design pupils have good understanding of a range of skills and techniques, including dying fabrics, creating different colour tones needed to paint a portrait, stippling and the use of fabrics. They create good patterns and pictures in the style of varied artists and demonstrate good observational skills. Pupils are very enthusiastic about the opportunities to play instruments and sing in harmony groups and school performances. In lessons they increase their understanding of rhythm effectively. Visiting specialists and extra-curricular clubs increase pupils' awareness of different musical cultures. Many pupils benefit from visiting sporting coaches and from playing in inter-school competitions.

11 Pupils with special educational needs, including those with identified behavioural problems, achieve very well against the targets set for them. Specialist learning support staff ably support these pupils in withdrawn groups or learning and working alongside their classmates. The very effective and sensitive support for these children makes sure they understand and join in all activities. The two pupils who have been identified as having English as an additional language benefit from very good literacy provision and access all areas of the curriculum very well. Gifted and talented pupils are identified in curriculum areas and receive appropriate provision in and out of classes. In both discussions and questionnaire returns parents report strongly that they feel their children achieve well. Similarly, in conversations with inspectors pupils talk about having to work hard.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal, spiritual, moral and cultural development is very good. Pupils' social development is excellent. Their attendance is very good and their punctuality is excellent.

Main strengths and weaknesses

- Pupils have very good attitudes to learning and towards each other and adults.
- Behaviour is very good in lessons, around the school and in the playground.
- The very high emphasis on personal development gives pupils excellent social skills.
- Pupils' very good spiritual, moral and cultural development ensures they have very good levels of respect for other's feelings, values and beliefs.

Commentary

12 Pupils' have very good attitudes to school and clearly enjoy being part of the school community. Their high levels of enthusiasm for work are apparent in all lessons in the form of positive responses to challenges and their willingness to try very hard to do their best. Pupils are very supportive of each other and work very harmoniously in groups and pairs. This increases their awareness of mutual dependency and of each other's skills. They constantly encourage each other

to persevere and to think of solutions to problems. This leads to very positive and productive learning. Teachers frequently give praise and encouragement in lessons. This increases pupils' understanding of what they can achieve and motivates them to work even harder. The excellent relationships between pupils and adults further foster pupils' very positive attitudes.

13 Behaviour in and around the school is very good. Pupils enter the building in an orderly and quiet manner. They respond very courteously to the warm welcome they receive from staff. Pupils walk sensibly around the school and between the two buildings. This contributes very well to the calm working atmosphere in classrooms that promotes good quality learning. Corridor monitors from Year 5 and Year 6 reinforce responsible behaviour very effectively and are very proud of their role. Behaviour in and out of lessons is very good. This is particularly noticeable in the playground where pupils organise themselves into marble playing games. They show considerable independence in this activity and quickly develop a very strong sense of fair play.

14 The school rightly puts a very high emphasis on pupils' personal development. This results in pupils developing excellent social skills and awareness of the needs of others. They work tirelessly to support all members of the school community and are very proud of their work as playground friends and mentors for those pupils who have special educational needs. Pupils have to apply and have interviews for these roles. This increases their sense of responsibility and awareness of their own personal qualities very well. The very good range of residential visits for older pupils give them very good opportunities to work within a community. This increases their awareness of citizenship very well.

15 Spiritual, moral and cultural development is very good. The school uses assemblies very effectively to give pupils opportunities to think and reflect. This enables them to consider the needs of others and increases their awareness of how their actions may affect others. Teachers use every opportunity to explain right and wrong to pupils. This ensures that pupils have a very good understanding of school rules and expectations. Pupils show much care for other pupils and much respect for school property. This is evidence of their very high level of respect for other people. The school successfully encourages pupils to understand and respect a wide range of religions, faiths and beliefs. Pupils celebrate festivals such as Diwali, the Chinese New Year, Passover and Easter. This, and work in subjects such as religious education, history and geography, enables pupils of all abilities to have a very good understanding of life in different countries and of different cultures.

16 The school has very good procedures for ensuring pupils attend school regularly. This and the excellent punctuality rate, contribute very well to the well above average levels of attendance.

Attendance

Attendance in the latest complete reporting year (96.3%)

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.3
National data	5.1	National data	0.4

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

Exclusions

There has been no permanent exclusion in the last academic year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Black or Black British – Caribbean
Black or Black British – African
Chinese

No of pupils on roll
344
1
3
2
3
1
2
6

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. Assessment of pupils' work is satisfactory. The curriculum is very good. Pupils are very well cared for and the school has established very good links with parents, within the community and with other schools.

Teaching and learning

The quality of teaching is good. Pupils learn well. The quality of assessment is satisfactory.

Main strengths and weaknesses

- Learning has been improved because teachers are identifying and using precise targets in the individual education plans of pupils with learning, emotional and behavioural difficulties.
- Resources and teaching expertise are very well developed through partnerships with other local primary schools and the feeder secondary school.
- Assessment is used well to track the progress of pupils but needs further whole-school consistency in its use to modify tasks to suit the recorded achievement levels of all pupils.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	12 (37%)	14 (44%)	5 (16%)	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.

Commentary

17 Since the last inspection the school has developed a highly effective teaching and learning policy developed alongside working parties from the local education authority and other partnership schools. As result of this, very competent practitioners in many subject areas have identified learning practices that engage and motivate pupils very well. This shared knowledge is also impacting on the professional ability of teacher assistants, whose numbers and expertise have grown considerably since the last inspection. This expertise is an important factor in the very good provision for pupils with special educational needs.

18 Teachers create a positive learning ethos in their classrooms. Much of the teaching and learning encourages pupils to develop a plethora of skills and understanding in interesting, stimulating, enjoyable and purposeful activities. In the best lessons they work at a very brisk pace and respond very well to their teacher's very high expectations. This is making a very positive contribution to the well above average standards in English, ICT and design and technology. In other lessons the pace of learning is less rigorous, especially when teacher explanations are over-long. In some mathematics lessons for example, this means the mental starters are not always challenging enough and the plenaries are not consistently used to test understanding and begin to develop the next stages in learning.

19 Since the last inspection the school has focussed on improving teachers' subject knowledge via quality staff training and development. As a result, planning in many subjects reflects the need for pupils to be involved in their learning. They are successfully encouraged to discuss their work and to articulate their strategies for solving problems or research findings and given the confidence and ability to independently explore and research for themselves. This very good ethos for learning is in sharp contrast to some of the poor behaviour and learning attitudes identified at the last inspection. All teachers understand and support the needs of pupils and use positive strategies to overcome barriers to learning. These strategies work very well with those pupils identified on individual learning programmes for behavioural issues. On these occasions learning is improved because positive praise improves pupils' confidence and generally makes learning fun, thereby improving their motivation.

20 Overall, assessment procedures are satisfactory. They are used well to provide the processes for tracking and the reporting of progress. Standardised tests are beginning to be used to analyse patterns in strengths and weaknesses, and to inform subject action plans and reports for pupils and parents. These procedures are not always applied when marking pupils' books. Except in English, marking and individual target setting is not consistently giving pupils' enough guidance about what the next steps in learning are and what they need to do most to improve their work. Although assessments are used to inform curriculum planning and class organisation, in mathematics and science for example, some teachers are still insufficiently modifying tasks and teaching styles to suit the recorded achievement levels of all pupils.

21 The majority of parents feel that teaching is good. However, a significant percentage of these feel that they need further information about the progress being made.

The curriculum

The school provides a very good curriculum with very good levels of enrichment. Resources are good and accommodation is satisfactory.

Main strengths and weaknesses

- The very good balance between all subjects ensures pupils develop their academic and practical skills well.
- The good strategies for inclusion ensures that all pupils have full access to the curriculum.
- The very good enrichment opportunities, including provision for pupils' personal, social, health and citizenship education, gives very good support to their academic and personal development.
- The good quality resources support learning well but the dual use of the library restricts opportunities for independent research.

Commentary

22 The school's curriculum gives all pupils a very good balance between work in English, mathematics, science and other subjects and meets all statutory requirements. This ensures pupils of all abilities develop aspects of their learning well. The school ensures pupils make very good use of their literacy, numeracy and ICT skills across all subjects. This increases the achievement of all pupils and is particularly effective for the more able pupils who produce high quality work. Since the

last inspection, subjects such as in art and design, music and design and technology have provided very good opportunities for pupils to develop their creativity. The quality of display throughout the school gives clear evidence that pupils benefit from a curriculum that gives them many unique opportunities to develop their artistic and creative skills. The Foundation Stage curriculum is enhanced by many visits and visitors, including parents, that enrich children's work. Planning at this stage is co-ordinated between all staff but is not sufficiently detailed at times to ensure that all children extend their communication, language and literacy and mathematical skills as well as other areas of learning.

23 There is very good provision for curriculum enrichment through a very wide range of visits, visitors and performances. The school makes very effective use of the interesting local area and places further away. This increases pupils' understanding of communities other than their own. The very effective opportunities for pupils' personal, social and citizenship education help them develop high levels of maturity in their personal and academic skills. The provision for extra-curricular activities supports the curriculum enrichment very well. It gives all pupils the chance to join in a wide range of sporting and creative activities. This supports and develops pupils' learning very effectively.

24 The school has a well stocked library which pupils use for group sessions and independent research. The good quality resources give an effective level of support to pupils' learning. However, the use of the library for small teaching groups restricts pupils' opportunities for independent research. The school recognises the present limitations of the library as a learning resource and they hope to rectify this in the new building extension. Pupils talk excitedly about their work in the computer suite; how it is developing their ICT skills and how they use computers to work in other subject areas. They also talk positively about the work they do in design and technology and art and design and the frequent visits they make.

Care, guidance and support

The school makes very good provision for pupils' welfare, care, guidance and support. The involvement of pupils in the work of the school is very good.

Main strengths and weaknesses

- Pupils feel they are cared for and supported very well in lessons and in their free time.
- The school reacts very quickly to both parental and pupils concerns and is innovative in creating support systems.
- Pupils' views are highly regarded in classroom lessons and about the general life of the school and are acted upon.

Commentary

25 The quality of day-to-day care and concern for pupils' well-being is a significant strength of the school. This can be seen by the plethora of support systems in place for pupils with a wide range of learning, emotional and behavioural needs. The school works very well with other professionals and has a very well respected multi-agency approach to ensuring pupils in need get the very best help. The headteacher employs very thorough recording systems to track such issues and is vigilant and persistent in seeking outside help and support for pupils who need it. Lunchtime provision to cater for pupils with identified needs typifies this provision. Teaching assistants are responsible for this high level of care, ably aided by volunteer 'buddies.' Buddies also help with support in the playground and this is systematic of the excellent support they give each other. There are also systematic and regular procedures for checking pupils' personal and academic achievements.

26 The very active school council is a tribute to the way the school listens to the views of pupils and the way in which they want to be involved in the daily life of the school. The elected representatives are adept at running and recording their own meetings. They take a considerable

pride in their school and have particularly been very active in environmental and health awareness issues. Many pupils are involved in these and other activities and these make a positive contribution to increasing their self-esteem and helping them to become responsible and mature citizens.

27 There are very thorough and knowledgeable approaches to ensure pupils work in a safe and healthy environment, in school and on visits. These detailed arrangements are further enhanced by site inspections undertaken by the site manager, governors and senior management. Requirements and priorities are assessed with the risk to pupils clearly in mind. The school has a very thorough approach to risk assessment linked to the significant amount of work it plans on residential trips and learning using the local environment.

Partnership with parents, other schools and the community

Links with parents are very good. Links with other schools are very good. There are also very good links with the wider community.

Main strengths and weaknesses

- The school is approachable and encourages parents to play an active part in its life.
- The professional development for teachers via the schools partnership initiatives significantly enhances the school curriculum and standards in many subjects.
- Reports for parents inconsistently give enough detail on next stage targets in pupils' learning.

Commentary

28 The school considers its links with parents a high priority. Parents, pupils, staff and governors are consulted regularly and views from all parties suggest very high levels of satisfaction. Recent returns and opinions about homework were acted on very swiftly. Newsletters for parents are informative and helpful and often include useful curriculum attachments. The school is aware that information to help parents to become more involved in their children's learning are inconsistently given. The interaction of parents to things like reading and spelling extension varies from year to year. However, requests from the school for parents to become involved in school functions are well supported and the 'Friends of Brough' are very active and support local functions very well. The end of year open exhibition of work is also very well attended. Reports for parents are generally good but inconsistently written. The best give pertinent examples of work and achievements with individual targets for improvements. However, some give general information, often across all abilities, with limited targets for improvement. They sometimes vary in quality across the two classes in each year.

29 The school is a part of the South Hunsley Partnership of Schools, a well-established, highly regarded cluster of schools that consistently work together on a wide range of educational issues. Professional development involving 'lead learners' from each school is of a high calibre and can be seen to significantly raise standards, such as the case with design and technology, and ICT. All Year 6 pupils are involved in bridging projects with the local secondary school. Curriculum liaison in sporting and technology initiatives whilst challenging in their own right also ensures a smooth transition to Year 7. Good induction procedures are in place that includes home visits and visits to feeder playgroups and nurseries. The 'Pooh Bear' voluntary helpers train parents and other volunteers from the community to support children with reading. This scheme makes a significant contribution to improving reading standards throughout the school. The school has initiated extensive networking opportunities with other local schools, companies and experts outside of school to enhance pupils' learning. It has plans to extend its already extensive links with other schools via the 'extended schools initiative' and works closely with many students offering them work experience. The links with BAE systems extend to governing body representation and sponsorships via their charity challenges. These have included the renovation of the wildlife pond in the school grounds an important resource for the science curriculum. There are extensive sporting

links with community coaches and clubs and Hull City footballers provide regular and in-depth support to the weekly physical education curriculum.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is very good. The leadership of the key staff is good. Management is effective. The governance of the school is good. The school is dealing with aids or barriers to learning well.

Main strengths and weaknesses

- Very good leadership and management of English, ICT and design and technology have resulted in well above average standards.
- Very good vision by the headteacher has developed a school ethos for setting clear targets for improvement based on the professional development of teachers.
- Very good policies that address provision for pupils with special educational needs are testimony to the inclusivity of the school.
- The rates of progress to remedy identified weaknesses in mathematics have been slower than in other subjects.

Commentary

30 The headteacher has continued to provide the strong leadership identified at the last inspection. Very well-prepared school development plans provide a clear vision for the future, for example setting out how workforce reforms will be carried out. They also reflect the good work done by subject co-ordinators in developing ongoing action plans for in their areas. At the heart of developments since the last inspection has been the ongoing professional training partnership with local schools. This has resulted in innovations to the curriculum and also training of subject leaders who are open and reflective to new ideas and help colleagues deliver these visions. Parents are unequivocal in their views that the school is led and managed well.

31 One of the most distinctive improvements since the last inspection is the multi-agency links built to help meet the wide range of needs within the school community. The school rightly regards itself as proactive in recognising and supporting families in need. These preventative measures and support are used by the multi-agency service as examples of good practice and similar provision is being established in other areas. The co-ordinator for special educational needs is pivotal in ensuring these pupils receive the relevant amount of support whilst in schools. As a result there has been very good improvement in the provision for pupils with learning, emotional and behavioural difficulties since the last inspection.

32 There are good management structures in place that emphasise the importance of the development of staff and the systematic observation and monitoring of teaching and learning. The English co-ordinator has set very good standards in this respect and her work is reflected both in the very high standards and the confidence of other staff in teaching literacy. The present school improvement plan is considering how other subject leaders can more efficiently monitor and play a more active role in raising the standards in their areas. For example, although all co-ordinators are actively involved in action planning they are not yet systematically monitoring the quality of provision as shown in English. An in-depth observation of the quality of mathematics' provision has identified key areas for development but the school is sensibly waiting to appoint someone with the necessary qualities to lead the subject forward.

33 The governing body is well aware of the school's strengths and priority areas for development. They work well in response to detailed information given to them by the headteacher and conduct performance management procedures well. Since the last inspection they have ensured that all statutory breaches identified are now being met. As a relatively new group they have identified the need for appropriate training to better prepare themselves for their roles to monitor the impact of provision. They give good support to the senior management team to address

budgetary issues and in drawing-up statutory policies for special-educational needs and equal opportunities, including racial provision.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,013,815	Balance from previous year	44,344
Total expenditure	896,052	Balance carried forward to the next	162,107
Expenditure per pupil	2,352		

34 The school has maintained its very good procedures for managing its finances identified at the last inspection. The office deals effectively with the varying daily financial and administrative demands. The headteacher and governors have had a very good understanding of the school's financial position and the way in which the school needs to identify financial priorities. Between them they have established a policy of best value practices, including the use of a large carry-over budget to compensate for high staffing costs. The present high surplus reflected the need for this strategy but has become less crucial because experienced senior managers have left for promotion and have been replaced by staff on lower salary scales. Improved resources for learning, especially for ICT, impact well on pupils' learning. Since the last inspection teachers have had more access to professional development courses linked to the reviewing of school improvement plans. The school provides good value for money when the educational provision and pupils' levels of achievement are set against the financial circumstances in which the school operates.

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**

35 Standards are in line with those expected when children start in the reception class. Their achievement is good in all areas of learning. Children settle very well because they form very good relationships with all adults within the secure and interesting learning environment that has been created by all staff.

36 The quality of teaching is good overall with some very good teaching seen. All adults are good role models and support children's learning very well. The supply teacher and nursery nurse make a significant contribution to the teaching and this impacts well on the progress all children make. A good range of assessment procedures are in place. Children are assessed soon after they enter reception and the information gained is used well to organise group work. On-going assessment is a part of each day's teaching and the information gathered is recorded well in children's individual records. Children with special educational needs are identified early and make very good progress because they are very well supported by well qualified staff. Planning for communication, language and literacy and mathematical development is not consistently identifying adult interaction in role play contexts to further extend these skills on a daily basis.

37 The curriculum is good. Many visits and visitors enrich the work in reception. Children have very recently visited 'The Deep' and the creative work, as a result of this visit, is of a high quality. Parents work in reception class on a regular basis and contribute significantly to children's understanding of a wide range of different cultures by sharing their own experiences. Resources are good.

38 The leadership and management of the Foundation Stage are good. The staff work very well together as a team and meet both to plan their work and to share their observations before recording children's progress. Good induction procedures are in place that includes home visits and visits to feeder playgroups and nurseries. Reports to parents contain detailed information on all the areas of learning. There are plenty of examples of what each individual child can do. Since the last inspection, the outdoor play area has been extended and there is now good storage for outdoor equipment. A good range of high quality wheeled vehicles have been donated by the Friends of Brough School and the facilities for using ICT have improved.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good relationships between adults and children help children to quickly develop their personal, social and emotional skills.
- Children's confidence and independence is developed well by very good teaching and very good support for those who have special educational needs.

Commentary

39 Children are likely to exceed their goals in this area of learning because of the very good relationships they build with adults and each other and the good teaching they receive. This is an improvement since the last inspection. Teachers create a secure, exciting learning environment where all children feel safe and happy. Children show that they care for others as they 'look after a casualty' in the playground as part of their role play. They patiently wait for others to 'cross the road safely' when using wheeled vehicles on the painted track outdoors. Children demonstrate good listening skills during circle time when they share their feelings of 'being frightened.' They respond

well to requests by teachers and the majority are very happy to take turns and share materials. Children know that their parents, teachers and staff in school make them feel safe and that others in the community help them. They are keen to learn, maintain interest for a good period of time and sit quietly when listening to teachers and other children. All adults in reception have high expectations of children's behaviour and children respond very well.

40 In the very good lesson seen, the very positive approach by the teacher helped children to understand the difficulties children with special educational needs have. They know that, though some children have difficulty remembering to put up their hands to answer, 'these children are good at lots of other things.' Their confidence develops well as they have good opportunities to talk to adults and parents when working in small groups or individually. Children comment that 'they like to hold hands in the circle' and are confident to share their feelings about being frightened.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers place strong emphases on the teaching of phonics and children have good understanding of letter sounds.
- Limited opportunities for adult interaction during role play activities sometimes limits children's ability to develop their imaginative language.
- ICT is used very well to support children's literacy work.
- Teachers work very closely with parents to support children's reading and spelling.

Commentary

41 Children's achievement is satisfactory and standards are expected to be in line with those expected on entry to Year 1. Through good phonics teaching children know their letter sounds and identify the middle sound in a word confidently. They complete words accurately by adding the appropriate middle sound. Children use their knowledge of letter sounds well when they read. They build words successfully by identifying the sound each letter makes. Children clearly understand what they have achieved in the lesson and what they need to do next. For example, they are very good at spelling and writing 'sh' and 'ch'. ICT is used to further reinforce these sounds and children successfully identify the correct blend requested. Very good use is also made of ICT to show pictures, without words, of parts of the 'Goldilocks and the Three Bears' story. Children have a good opportunity to extend their speaking skills as they describe the part of the story told in each picture.

42 Where the teaching is very good, all children are divided into groups in order to match the work carefully to their needs. The focus is clearly on the development of their literacy skills and this enables them to achieve well. However, other teaching observed showed that, after the carpet session with the whole group, only one small group had the opportunity to write about their favourite part of the 'Goldilocks and the Three Bears' story. These children drew a picture first and this left limited time to practise their writing skills. Other children played in the role play areas with limited adult interaction to help this creative activity. The lower achieving children have good opportunities to practise writing their letters and printing their name using letter stamps and paint. These children are well supported by the nursery nurse and the tasks planned match their needs well.

43 Teachers keep parents very well informed and the involvement of parents to support children's reading and spelling is very good. The First Reading Booklet gives parents very good strategies to help with high frequency words and blends. Children's spelling books have clear information on words to learn at home and parents feedback useful written comments to teachers. There is also an assessment grid record in these books. Reading is also very well supported by a 'Pooh Bear' voluntary helper who is well trained. The helper always records how children have responded and shares this information with teachers.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

Main strengths and weaknesses

- Children develop their mathematical skills, knowledge and understanding through a range of practical activities.
- The level of activities are inconsistently applied to ensure that appropriate skills are developed and extended on a daily basis.

Commentary

44 Children's achievement is good and standards are expected to exceed those expected on entry to Year 1. A small group of well above average ability children successfully count from 2 to 100 in twos. They are very well supported by the nursery nurse and, after working out simple addition problems practically, record their addition sentence successfully in their books. The average ability group use construction materials well to make beds to fit three teddy bears. They talk about these being long, short, tall, and wide and develop their mathematical language well. The very good explanations and questions by the teacher help them to measure the teddies using small plastic blocks and compare their findings. They decide that 'two teddies are the same height.' Lower ability children begin to estimate which of three plastic bottles the heaviest and lightest is, as part of a whole group activity.

45 A small group work with the teacher to continue this practical work using balance scales but others in the group have a very limited choice of activities. Not all children are challenged and opportunities to extend their mathematical skills on a daily basis are inconsistently applied. Scrutiny of work from the previous year shows that children experience a wide range of activities to support their learning in this area. They have good opportunities to use ICT within mathematics and have produced good bar graphs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of planned activities helps children to gain a good understanding of the world around them.
- There are good first-hand opportunities provided for children to extend their early scientific knowledge and understanding.
- Visits and visitors enhance learning opportunities well.

Commentary

46 Children are likely to exceed their goals in this area of learning because of the good range of experiences planned by teachers and the contributions of parents and people in the community. In the work sample seen, they have good opportunities to explore a wide range of materials. For example, they investigate old and new toys, deciding which material is hard or soft. Children begin to develop an understanding of the passing of time when they think about families in the past. Their daily work with small world play and construction materials helps them to learn about the wider world. The outdoor play provision extends children's understanding of road safety well. They understand the need to park their wheeled toys carefully, watch for 'pedestrians' as they drive round the track and ring 999 for an ambulance when an accident occurs.

47 They develop their early science skills well by using magnifying glasses to observe mini-beasts and flowers. Children know that plants need light, water and soil to make them grow as a

result of growing their own seeds. They have good opportunities to care for their own plants in their garden and use tools carefully. Many know the difference between weeds and plants and are careful when planting primulas so that they do not disturb other plants. Children have good opportunities to practise their digging skills in an area separate from the garden and really enjoy working in this area. Teachers use the school's wildlife area well to develop children's understanding of the different seasons and mini-beasts. A temporary teacher focused children very carefully on the correct use of a ramp outside to test the distance travelled by small vehicles. A group of children tested these well by first placing them on the top of the ramp and then by giving them a gentle push. Children used their knowledge of measurement well to decide which had travelled the furthest.

48 Teachers use visits well to enrich children's experience of the world around them. As a result of visiting 'The Deep,' children show a good understanding of life under water and link this well to their creative work. Other visits include 'Butterfly World,' and 'Honeysuckle Farm.' Their knowledge of people who help them is good as a result of visits from many people in the community. These include the ambulance, police, fire-fighters and trainers with guide dogs. Parents contribute significantly to children's knowledge of life in other cultures. Many parents have talked about their life in India, Iran, Australia, Canada and Zimbabwe and the photographic evidence shows a wide range of activities as a result of this very good input.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strength and weaknesses

- Teachers plan good opportunities for children to work with a wide range of materials.
- Children develop sound observational skills.

49 Children's achievement is good and they are likely to exceed their goals in this area of learning because of the good range of activities provided and the expertise of the reception teacher who is also the art and design co-ordinator. Children have good opportunities to develop their printing skills while they extend their understanding of letter shapes when printing their name. Good links are made with their story for the week as they paint large pictures of their bears. They mix paint with confidence and have good opportunities to use a wide range of materials in many different ways. For example, they create a picture using crayons and then make a collage with the same theme. Children are adept at using a range of pencils, brushes, spreaders and scissors. Clay is regularly available and they use this material very sensibly to make small thumb pots and bears of different sizes. They confidently cut, stick and fasten different materials together. These include boxes to create large scale robots with a high quality painted and decorated finish and fish using plastic bottles following their visit to 'The Deep.' On this visit, they had a very good opportunity to work with the artist in residence when they make lovely fish pictures using collage technique.

50 Children develop their early observational skills well when they look at toys from the past. Their paintings show good attention to detail and good support from all adults who work with them. During the inspection, children used plaster strips well to form a solid shape of a teddy when placed on a newspaper roll framework. They had good opportunities to develop their communication skills as they described carefully to others how they had used this material. The teaching is good and children make good progress. Good questioning by the teacher helped them to achieve good explanations to help those who had yet to do this task. The nursery nurse gave a very good demonstration of how to use the material and a parent supported this practical work well. This additional help extends children's confidence to try new materials and they discuss what happens as they add water. ICT is well linked to their creative work as they use paint programs to make their own pictures. Their efforts are clearly valued and very well displayed to enrich the classroom environment.

PHYSICAL DEVELOPMENT

It was only possible to see children using the outdoor play area during the inspection and judgements are made on this provision. Discussion revealed that all children also have a drama, dance and movement lesson in the hall and use the gymnasium each week.

Main strengths and weaknesses

- All children have good opportunities to use the well equipped outdoor play area.

Commentary

51 Children use the outdoor play area for part of every afternoon and this gives them good opportunities to work in friendship groups. A good range of wheeled vehicles are available and these are used well. Children play together well and share the vehicles, either by being the driver or the passenger. Their previous experience in playgroups and nurseries means that most of them are able to control pedals and brakes. They move round the painted track with a good degree of care and are aware of 'pedestrians' crossing the track. The garden is used well to develop their physical skills of digging. Children develop their imaginative play soundly as they identify a 'casualty,' ring for an ambulance and take 'the patient' to hospital. Labels help children to identify waiting areas, the hospital and a taxi rank. In the lesson seen, children had no opportunities to climb or balance but these facilities are available each week in the gymnasium. A range of resources including slides are available when the weather is good.

52 Other provision includes a garden area, a digging space, picnic equipment and a ramp to test small vehicles. Their learning in mathematics is extended by using the numbers to ten marked on the painted caterpillar. Since the last inspection, the outdoor play area has been extended and there is now good storage for outdoor equipment. A good range of high quality wheeled vehicles have been donated by the Friends of Brough School.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

French

53 Pupils in Years 5 and 6 are taught **French** once a week. In the one lesson observed teaching was good. The teacher had high expectations for pronunciation in the target language and successfully involved all pupils, including those with special educational needs, to persevere with naming common household pets in French. Learning and confidence is enhanced by the use of an interactive whiteboard, especially by extending the extent of sentence construction with groups of pupils asking and answering questions in French.

English

Provision in English is **very good**

Main strengths and weaknesses

- Pupils of all abilities achieve very well and overall standards are well above those expected by Year 6.
- Overall very good quality teaching develops very positive attitudes to learning and very good inclusion.
- Good use of assessment ensures work matches pupils' needs and abilities and gives them ample opportunities to evaluate their own learning.
- Very good leadership provides pupils with a very rich and stimulating curriculum.
- Good quality resources and very good links with other subjects, including ICT, have a very positive effect on standards.

Commentary

54 Standards in English are rising dramatically. Inspection evidence shows that standards are above expectations by Year 2 and well above by Year 6. The school has addressed the issues of the negative impact of the pupils with behaviour difficulties in the previous Year 6 very effectively. This and the strategies to improve boys' achievement, such as the 'writing tool kit', are having a very positive effect on standards and achievement. These are all improvements since the previous inspection. The very good teaching in the upper part of the school ensures that pupils work hard and achieve very well. They build very well on the good quality learning in the infant part of the school, and consequently, all pupils, including those from minority ethnic groups, pupils with special educational needs and more able pupils, achieve very well. The effective and sensitive support for pupils who are new to English helps them to understand English and join in lessons confidently. There is very good provision for pupils with special educational needs. The school identifies likely difficulties early and gives pupils good quality support in and out of lessons. This ensures that they flourish, grow in confidence and achieve very well. All teachers know the more able pupils and have a clear focus on their needs. They ensure these pupils have work that extends their learning very well. These strategies are making a very positive contribution to pupils' standards and achievements.

55 Throughout the school, pupils attain standards that are well above those expected in speaking and listening. This is particularly noticeable in pupils' listening and writing skills. They achieve high standards in both these areas. The very good quality teaching successfully increases pupils' skills in listening to each other and taking part in well informed debates. This begins in Year 2 and teachers encourage pupils to build on their skills as they get older. It ensures that, by Year 6, pupils of all abilities debate issues confidently and fluently. Throughout the school pupils use 'talking partners' effectively. This increases their speaking and listening skills as well as their ability to work collaboratively. Pupils achieve very well in reading because of the interesting books and

effective teaching. The school makes very good use of voluntary helpers such as the 'Pooh Bear' volunteers.

56 These helpers have good quality support and work very well with the pupils. This increases pupils' reading skills and their awareness of the value of older members of the community. Standards are well above expectations for pupils in Year 2 and Year 6. By Year 6 pupils have firm preferences for authors and give clear reasons for their choices. All staff work very hard to increase pupils' interest in and enthusiasm for writing and consequently, standards are above those expected by Year 2 and well above those expected by Year 6. They use the 'writing toolkits' very effectively. This is particularly effective in increasing boys' interest and is having a very positive effect on standards. Pupils' handwriting improves as they move through the school. By the time they are in Year 6 their handwriting is consistently neat, clear, joined and very well formed. All pupils are interested in their work and are eager to talk about their achievements. They write interesting, well constructed and lengthy stories. All pupils use ICT very effectively to present different styles of writing. They are very competent in inserting text and pictures in their writing. This makes a very positive contribution to the high standards pupils achieve.

57 The quality of teaching in lessons is, overall, very good. Some teaching in the junior part of the school is excellent. This has a very positive effect on standards, particularly for the older and more able pupils. These pupils develop their literacy skills through interesting, stimulating, enjoyable and purposeful activities. They work at a very brisk pace and respond very well to their teacher's very high expectations. This makes a very positive contribution to the well above average standards the pupils achieve. Pupils enjoy very good relationships with each other and adults throughout the school. This increases their learning skills and achievement. All teachers give pupils plenty of opportunities to try out different styles and vocabulary. This increases their skill in presentation.

58 Teachers use assessment well to identify what pupils can do and what they need to do to improve. They are consistent in giving pupils opportunities to identify their own achievements. This is very good in helping pupils to know what they need to do to reach the next step of learning.

59 Leadership and management are very good. The subject leader has a very clear understanding of achievement across the school. She is committed to raising standards and provides charismatic leadership for teachers and pupils. This, along with very good quality support for colleagues, ensures that work is interesting and stimulating for all abilities. It gives all pupils, regardless of ability or ethnicity, a very good quality curriculum. The planning and setting of regular homework across the school supports and extends pupils' learning very well. This increases pupils' ability to work independently.

Language and literacy across the curriculum

60 Pupils use their language and literacy skills very well in other subjects. Teachers plan very well to include opportunities for writing, reading, speaking and listening in subjects such as geography, history, design and technology and science. This increases pupils understanding of the importance of using English in different situations very well.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Good teaching in Year 6 is raising standards compared with the previous two years.
- Inconsistent use of appropriate planning and assessment procedures that slow rates of pupils' progress between Years 3 and 6.
- There has been a temporary lack of leadership in the subject that has slowed the rates of progress to remedy identified weaknesses.

- Consistently above average standards by the end of Year 2 since the last inspection.
- Very good use of ICT to make learning more interesting and more profound.

Commentary

61 Inspection findings confirm standards that are above expectations in Year 2 and pupils achieve well at this stage. They make good progress with problems involving division, especially using mental recall of multiplication tables. Standards in Year 6 are above those expected nationally. Pupils' attitudes to learning are very good and they willingly respond to the challenges given to them. They make good progress using computers to estimate and measure angles and understand that an acute and obtuse angle form a straight line of 180 degrees. In both Year 6 mathematics 'sets' the most able comfortably completed the tasks given and were not required to extend their understanding with further tasks.

62 Teaching is satisfactory overall and some lessons are taught well. When it is good it is because the levels of challenges are appropriate for all pupils because teachers are aware of the tasks that best fit present levels of attainment. Often these are further made relevant and interesting because of the creative use of ICT and other practical activities. These allow pupils to work independently and to be motivated by high quality visual displays such as their work with angles. Good teaching is also evident when weekly planning is incremental and tasks recap previous learning at the same time as extending knowledge and understanding. This was exemplified well in the Year 2 classes who started the week grouping numbers to 'share' evenly and then moving onto understanding the relationships between multiplication and division, including remainders. Compared to the teaching in other core subjects there is more teaching that is at a satisfactory level in mathematics. In these lessons the pace of learning is less rigorous, especially when teacher explanations are over-long. In some lessons for example, this means the mental starters are not always challenging enough and the plenaries are not consistently used to test understanding and begin to develop the next stages in learning. As a result achievement is satisfactory overall between Years 3 and 6.

63 Inconsistencies in planning and assessment procedures are slowing the progress that pupils make in certain classes. The school has developed a good tracking system which identifies National Curriculum achievements in mathematics but in some lessons tasks given are not considering previous achievements enough and similar work is repeated, often over different years. The limited nature of the marking of pupils' work is also inconsistently giving next stage challenging targets in the form of corrections or new tasks. Strategies to develop mental and written computations are not always strategically planned at the appropriate times. For example many pupils in Year 6, although performing well in the measuring of angles, struggle to mentally calculate the addition and subtraction of two digit numbers. When mental starters are challenging motivation and learning improves. Year 6 pupils respond very well at the beginning of their lessons because they are tested for their speed of their answers and they can choose from varying levels of difficulty.

64 All teachers have developed very good strategies in dealing with a wide range of special educational needs, including their relationships with numerous pupils who have been given individual behaviour plans to aid their learning. They are given very good support by teacher assistants who have the experience and confidence to extend learning in small groups, often with pupils who are not identified as having special educational needs.

65 The temporary arrangement whereby the subject is led and managed by the headteacher and a part-time teacher is satisfactory. They have recently completed an audit of provision and aware of both the inconsistency in teaching and learning practices. Also that whole-school achievement in mathematics is presently less than that in English and science. Although the professional development of teachers is a strength of the school it has yet to remedy some issues of teacher expertise and confidence in planning and teaching mathematics.

Mathematics across the curriculum

66 Pupils make good use of their numeracy skills in other subject areas. Challenging scientific experiments and the very good use of ICT across the curriculum provide many opportunities to develop further numerical skills. Five able Year 5 pupils take part in a conference link with the digital learning centre. This challenges both their ICT skills and problem solving in mathematics.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Good teaching enables pupils to achieve well.
- The curriculum provides pupils with good and interesting opportunities to learn with a strong focus on learning through investigation.
- Good assessment procedures give teachers accurate information about how well pupils progress, but this is not consistently used to set relevant next stage targets.

Commentary

67 In spite of recent lower than expected test results present attainment in science is above that expected in Years 2 and Year 6. The school has done well to maintain standards since the last inspection.

68 The curriculum is good so pupils find the subject really interesting. The focus is on first-hand and 'hands on' experiences. These include the study of wildlife in the school grounds and visits out of school. Pupils in Years 5 and 6 get very good opportunities to study science on annual residential visits. Teachers build lessons around experimental and investigative science and ensure pupils record findings in a scientific way. As a result, they learn about living things, materials and physical processes by working independently. This is a systematic process, so pupils develop skills well year by year. By the time they are in Year 6 pupils are confident and show initiative in tackling investigations. This was seen in both Year 6 lessons when pupils of all abilities effectively tested materials to find which muffled sound best. They were engrossed in their work and took care to ensure tests were 'fair' and knew they needed to repeat tests for accuracy.

69 Teachers have a firm grasp of the subject and teaching is good overall. Teachers' expertise in all lessons results in interested and inquisitive pupils who have very good attitudes and behaviour. Work in books show they take care with presentation. Pupils understand and use scientific vocabulary well because in all classes teachers promote scientific thinking and language. Books are marked regularly and teachers often make supportive comments, but most do not give pupils specific advice on how to improve. Pupils who have special educational needs achieve well on the whole because of the quality of teaching. When they get extra help from teaching assistants they achieve well. The school's assessment procedures are good and teachers use information gained about pupils' progress to match work to pupils' ability. This works well for most pupils. For instance, in Years 5 and 6 pupils learn in upper and lower sets. However, for a few pupils in all classes the challenge too often is unsuitable and as a result they do not achieve as well as they could.

70 Leadership and management are good. The subject leader has a good understanding of priorities and ensures action is taken to improve teaching and learning. New initiatives are tested and welcomed, such as 'Let's Think', designed to promote scientific language and vocabulary. Weaknesses identified in the last inspection have been corrected. So, for instance, procedures for recording and tracking pupils' progress are now good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**

Main strengths and weaknesses

- Pupils of all abilities achieve well above average standards by Year 6.
- Well informed, consistently good and confident teaching motivates pupils to work hard.
- The very good curriculum ensures the needs of all pupils are met and provides very strong cross-curricular links.
- The co-ordinator provides very good leadership that ensures very effective use of the very good resources.

Commentary

71 Pupils achieve very well. They use computers very effectively in the computer suite because they have regular sessions to develop their skills. All pupils build well on the skills they learn in reception classes. This ensures that, by Year 2, they achieve above average standards in all areas of ICT. Pupils in the infant part of the school access their own personal files and identify different applications quickly because of the teachers' clear instructions. This ensures that, by Year 2, pupils move smoothly between different menus. They work confidently to word process and edit their work. Most pupils are very competent in inserting text and pictures to produce high quality products. This was apparent in the work of a Year 2 class working to complete a book of poems.

72 Achievement accelerates as pupils move through the junior part of the school. This is particularly noticeable in Year 6 because the teacher has very good subject knowledge and understanding. He targets every pupil very skilfully and each one tries very hard to produce high quality work. Standards are well above the expected level by Year 6. All pupils handle the different aspects of the curriculum confidently and very capably. Pupils produce very good quality multi-media presentations and animate stories for younger pupils very effectively. They have well above average skills in using control technology to create waking and alarm systems and create spreadsheets confidently. More able pupils use a wide range of different techniques in their presentations and are very knowledgeable when they explain what they have done. Improvement is good because standards have risen significantly by Year 6 since the previous inspection. Teachers organise pupils very carefully to work in pairs. They ensure that lower attaining pupils are paired and helped along by those who are more able but check that the stronger does not overshadow the work. Teachers ensure that support staff are very well briefed. This gives them a very good understanding of the task pupils are expected to do and of pupils' attainment.

73 The curriculum for ICT is very good. It meets the needs of all abilities very well and makes a very positive contribution to pupils' personal development. This is evident in the way pupils work together and share equipment. The curriculum ensures that all pupils have very good experiences of different aspects of ICT. This ensures that they develop control skills from an early age and realise the importance of computers in everyday life.

74 The leadership of the co-ordinator is very good. This is an improvement since the previous inspection. He ensures that teachers continually develop their own skills and techniques and keep up to date with technological developments. This gives teachers confidence to share their skills with pupils and increase pupils' skills. His leadership has ensured the school has very good quality equipment. The increase in teachers' skills ensures that the equipment is used regularly and effectively. This has a very positive effect on standards and achievement.

Information and communication technology across the curriculum

75 The school uses the dedicated computer room very effectively to promote learning across other subjects. All teachers focus very effectively on other subjects in their work in the computer suite. This increases pupils' understanding of the use of ICT as an important tool for learning and

they make good use of their skills in other subjects. For example, they learn to use it for research in geography, for word processing in English, for data-handling in mathematics and for planning in design and technology. The use across the curriculum is very good.

HUMANITIES

76 Teachers give pupils a wide range of interesting experiences in **geography**. They put good emphasis on developing pupils' skills as well as a body of knowledge. Good use is made of the school environment and fieldwork. Younger pupils study Brough and Brantingham and compare the human and physical features of both areas. Pupils in Years 5 and 6 get very good opportunities to build on their skills on residential visits to contrast areas further afield. There are strong and well planned links with other subjects. For instance pupils in Years 5 and 6 write reports on aspects of life in Kenya in literacy lessons. From information gained on residential visits they use computers to create bar graphs showing shop types in Whitby and pie graphs of traffic surveys in Howarth. Teachers in all year groups ensure that pupils record their work well. The subject leaders monitor pupils work effectively and ensure teachers' planning leads to progressive learning.

77 In **history** good progress has been made in developing whole-school awareness of the teaching of history within a creative context. Emphasis has been placed on the importance of creative resourcing needed to deliver the subject and visits to places of interest to further stimulate learning. Class displays and work in books show Year 3 pupils have a good understanding of the concepts of 'invasion' and 'settlement' in their Roman studies and they improve this understanding through research and word banks. Year 5 pupils use 'mind maps' to describe the diversity of Egyptian cultures. Their studying is very well enriched through the use of drama improvisation, theatre workshops, visits to architectural centres dressing-up in Egyptian clothes. Year 6 pupils use their art and design skills well when developing 'collaborative books' on Egyptian pyramids. All pupils use time lines well to understand chronology, for example the youngest pupils created a very good display on toys indicating their age, materials and uses. The present improvement plan indicates the need for portfolios of work that indicate whether standards are high enough and progress is relevant from year to year.

Religious education

Provision in religious education is **good**

Main strengths and weaknesses

- Standards have improved since the previous inspection.
- Pupils have a good understanding of other faiths because the teaching they receive is good.
- The good links between PSHCE and religious education give pupils the confidence to express their opinions about the feelings of others.

Commentary

78 Standards at the end of Years 2 and 6 are above those prescribed by the syllabus used in most local schools. This shows an improvement on the standards previously reported. Additional artifacts to support pupils' understanding of different beliefs and cultures have been purchased and good use is made of teacher's expertise across the school. This has resulted in a more challenging curriculum, closely linked to PSHCE and enriched by many opportunities for pupils to take part in celebratory performances. Many visitors are welcomed into school and pupils visit places of worship. These include visits to a synagogue and a Mandir, while Year 6 pupils visit a multi-faith centre in Bradford.

79 Although only one lesson was observed, discussion with pupils in both Year 2 and Year 6 show that there is a good focus throughout the school on Christianity. Alongside this, pupils learn in depth about Judaism and Hinduism. Year 2 pupils talk confidently about the difference between these faiths and show strong feelings that 'everyone is special.' They discuss the events of the

Easter story showing good knowledge and particularly strong feelings about the injustice of the crucifixion. For example, they comment that 'He had not done anything wrong. He was trying to show people how to live but another religious group didn't like him, so they crucified him.' Year 6 pupils study the Creation and compare the Christian view with that of the Hindus and the Big Bang theory. Events in the news are used well to link their work to other cultures. In the lesson seen, Year 3 pupils share a Passover feast and understand the importance of the Seder plate as part of this feast. Their knowledge of the Jewish faith is good. They know that the Pesach is a celebration of freedom from slavery and show sensitive feelings when they think about life as a slave.

80 Although the co-ordinator is part-time, she shows a good understanding of the subject and teachers appreciate the support they are given. She is aware that assessment is not consistent throughout school. Packs of books for each unit of work have been purchased since the last inspection and these are supporting teaching well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81 Discussion with pupils indicates that they enjoy their **music** lessons. They are very enthusiastic about the opportunities to play instruments and sing in harmony groups and school performances. Pupils sing two part harmonies very well in assemblies. They take their singing into the community at Christmas time, for example they sing to senior citizens. All pupils listen attentively to music in assembly and, in the two lessons seen, increased their understanding of rhythm effectively. Instrumental teaching, strings and wind, and the lunchtime guitar club enhances pupils' work in lessons well. All instrumentalists have the opportunity to play in the school band. Visiting musicians increase pupils' awareness of different types of music. For instance, interest in drumming was increased after the visit of a drummer from a well-known group. The school takes every opportunity to increase pupils' awareness of music from different cultures. This is evidenced by the current focus on Kenyan music to link with work in geography. Work in music makes a very good contribution to pupils' spiritual, social and cultural development.

82 In **art and design**, displays show that pupils have many opportunities to mix paint and use a wide range of materials. As pupils progress through school they develop good understanding of a range of skills and techniques. These including dying fabrics, creating different colour tones needed to paint a portrait, stippling and the use of fabrics. Pupils study the work of other artists including Mondrian, Van Gogh and Monet. They create patterns and pictures in the style of these artists and demonstrate good observational skills. A visit to Burton Agnes Hall links the study of the Tudors in history well to beautiful fabric collages of important people in Tudor times. As part of the school's involvement with the Creative Contexts local education authority initiative, older pupils have good opportunities to work with the Advanced Skills teacher for art and design. They study African prints and use batik techniques well to create a colourful collaborative batik. A teacher from the secondary school enhances the art and design provision for Year 6 pupils as part of their study of Kenya. This is a good link unit as they design and make three-dimensional African masks in papier mache. Pupils have good opportunities to visit galleries and Museums.

83 In **physical education** the school follows national guidelines to ensure there is a good balance of physical activities undertaken. In addition there is a very good range of extra-curricular sporting activities that make a very significant impact on the life and ethos of the school. These include links with Hull City football club and growing number of activities within the South Hunsley partnership. This latter project is also having a significant impact in updating teachers' knowledge and understanding of the subject. It also compliments the good work undertaken by the co-ordinator to widen the programme for physical education and to help colleagues' planning for the subject. The enthusiasm for the subject is evident in photographic evidence showing a range of competitive games, athletics event and sports day. Activities are linked well to the school's 'healthy school' work.

Design and technology

Provision in design and technology is **very good**

Main strengths and weaknesses

- Standards have improved since the last inspection.
- The very good leadership and management of the subject has had a very good impact on pupils' achievement.
- Pupils have a very clear understanding of the design process as a result of the very good teaching they receive.
- The very good links with South Hunsley School greatly enhance pupils learning.

Commentary

84 Standards at the end of Year 2 are above the level expected. Pupils in Year 6 achieve standards that are well above national expectations. This is very good improvement since the last inspection. Since the previous inspection, the leadership of the subject has improved and this has had a very good impact on standards. Pupils in Year 2 now have a clear understanding of the design process and there is a consistent approach to the subject throughout school. The work of Year 6 pupils is greatly enhanced by the very good links with South Hunsley School. Resources have improved and ICT is clearly identified within the design and technology policy. Both these factors make a significant contribution to the very good achievement of pupils.

85 In the past two years, the co-ordinator has raised the profile of this subject in school. Her enthusiasm and positive attitude as a leading co-ordinator in the authority is infectious and her support for all teachers is of a high quality. Each teacher has a subject file containing all planning and assessment information and work is monitored carefully by the co-ordinator each term. Very good and positive feedback is given and lots of practical ideas are shared. The co-ordinator leads others from the cluster schools and works closely with the local education authority. Very good links have been made with South Hunsley School and their teachers work with Year 6 pupils on link projects. They also provide additional resources for many aspects of the work in school. The co-ordinator is currently working with the secondary school to improve assessment by breaking down the levels so that teachers find assessment easier to achieve.

86 Pupils start to develop their designing skills in the reception class and these skills develop well as pupils go through school. Very good design sheets were seen in Year 2 with good labelling and good use of very appropriate language. For example, pupils identify the chassis and axles on their designs for vehicles. In Year 6, this has extended well in their work with cams, followers and the identification of rotary and linear motion. Pupils think carefully through the order in which they make their models and record these prior to making. As a result of very good teaching, pupils achieve very good evaluations and these show clearly their very good understanding with many suggestions for improvements. Pupils develop good understanding of a range of mechanisms such as pivots and slides, pneumatic systems and electric circuits to motorise a wooded buggy. Year 6 pupils really enjoy working with teachers from South Hunsley School and talk very enthusiastically about their work there during the inspection. They had to use a construction kit to create a space buggy to carry two astronauts and a pod. They had good opportunities to work in pairs and their work is closely linked to science as they test their model over an uneven surface. Good links are made with history, mathematics, science, ICT and art and design. Year 2 pupils use computers to design the slogan for their pizza packaging while Year 6 research cams using the Internet to find the inventor.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87 The subject is at an early stage of its development and the school is placing considerable emphasis on establishing a **PSHCE** programme firmly based on the individual needs of its pupils. As well as discrete allocations on weekly timetables PSHCE is integrated into other subjects such

as religious education. The school council is also regarded as an important element of the work and is co-ordinated by a member of staff. Regular meetings and council functions are helping pupils to increase their confidence and self-esteem as they learn to work harmoniously with each other and with other adults. A very good example of such work was the completion of the 'Travel Plan' which pupils and teachers are very proud of. The school was the first in East Riding to complete the plan involving a raising of awareness of safe travel in the community. Many initiatives were undertaken with parents, councillors and local companies to raise and clarify these issues.

88 Integral to the curriculum for PSHCE is the 'Healthy Award Scheme'. There has been training for staff to deliver the strands of this scheme and a relevant policy for the delivery of this area of the curriculum has been developed. The school nurse actively supports health education including modules of work covering smoking and drug education, healthy eating, exercise awareness and dental health. This has culminated in an annual health fair held at the school. Work scrutinised reflect pupils views on such issues as growing up, friendships ('buddy diaries') and role play covering relationships and drug taking. Year 5 pupils actively discuss 'modern dangers' in a circle time activity and compare these with societies of days gone by. Children in the reception classes discuss 'what makes me happy' in their circle time. Year 6 pupils describe completing questionnaires regarding feelings and social skills as 'fun.' They particularly enjoy their PSHCE lessons because 'it relates to real things in our lives.' They consider the Tsunami disaster and link this well with John Lennon's words 'Imagine' as they think about how the world can be a better place in which to live. Younger pupils express their feeling about special people in their lives.

89 The co-ordinator has done well to co-ordinate a whole-school profile and scheme of work for the subject and working routines. She is aware of the need to further establish learning resources and to establish criteria that teachers can monitor and evaluate to assess the quality of learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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