

INSPECTION REPORT

CAVENDISH PRIMARY SCHOOL

Kingston-upon-Hull

LEA area: Kingston-upon-Hull

Unique reference number: 117719

Headteacher: Mrs S Smith

Lead inspector: Mr A Margerison

Dates of inspection: 20th – 23rd June 2005

Inspection number: 266580

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 419

School address: Cavendish Road
Hull

Postcode: HU8 0JU

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Appropriate authority: The governing body

Name of chair of governors: Mrs B Moore

Date of previous inspection: 5 July 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in an urban area of Kingston-upon Hull and the majority of pupils come from private housing in the surrounding estate. Recent census data shows that socio-economic factors are broadly average. The school is very popular because of its high standards and shares the site with another similarly sized primary school. The school is larger than most primary schools, but since the last inspection, due to local trends, the number of pupils on roll has gradually fallen. There are currently 419 pupils including 56 children in reception. The results of assessments carried out when children start school show that, although their skills vary, overall they are below those expected, particularly in the critical areas of language, literacy and mathematics. There are 25 (six per cent) pupils on the school's register of special educational needs. This is well below the national average. Of these pupils, two have statements of special educational needs. The proportion of pupils eligible for free school meals is also well below average. The majority of pupils are of White-British origin with a few pupils from mixed and Asian backgrounds. No pupils are at an early stage of learning English. Since the last inspection, there have been significant changes in staffing, including the appointment of a new headteacher and deputy headteacher in September 2003. School management roles have been reorganised and several staff are relatively new to their posts. The school was a beacon school for information and communication technology, Early Years Education and Leadership and Management from 2001 to 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2166 6	Mr A Margerison	Lead inspector	English
			Geography
			History
			Special educational needs
			English as an additional language
1974 1	Mr T Smith	Lay inspector	
2918 8	Mrs G Ulyatt	Team inspector	Art and design
			Design and technology
			Religious education
			Foundation Stage
2403 1	Mrs I Idle	Team inspector	Mathematics
			Information and communication technology
			Physical education
3319 0	Mr A Brown	Team inspector	Science
			Music

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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	9
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
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	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cavendish Primary School is a good school with very good features providing good value for money. Due to consistently good teaching pupils achieve well as they move through the school to reach above average standards by Year 6.

The school's main strengths and weaknesses are:

- The headteacher and deputy headteacher are a very strong team with a very clear vision for the school.
- Teaching places a very strong emphasis on developing pupils' ability to use subject vocabulary so that standards in speaking and listening and reading are very good by Year 6.
- Subject leaders do not have enough opportunities to work with other teachers.
- Relationships between pupils are excellent creating a very positive school ethos.
- Assessment procedures in English and mathematics are good, but similar procedures are not in place in other subjects.
- Teachers have very high expectations of behaviour so pupils behave very well.
- The curriculum is very well enriched by activities outside of lessons.
- Activities in all subjects are not used effectively enough to develop the full range of pupils' information and communication technology (ICT) skills.

Since the last inspection the school has improved well. The headteacher has implemented very rigorous procedures to evaluate the school's work so that the priorities identified in the school improvement plan are appropriate and their effect easily measured. The role of subject leaders has developed well. Major improvements have been made to the resources for teaching ICT, but there is still more scope for pupils to use the full range of their skills in all subjects.

STANDARDS ACHIEVED

Pupils' achievement is good. Pupils with special educational needs achieve well due to good support in lessons. Overall, children achieve well in Reception so that standards are likely to be in line with those expected by the end of the year in all the areas of learning except in their personal, social and emotional development. In this aspect, standards are likely to be above those expected for their age.

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

*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 trend in the school's results in national tests in Year 2 has been in line with the national pattern in recent years and the 2004 results reflected this. For pupils in Year 2, they were above average when compared to all schools in reading, writing and mathematics and average when compared to similar schools. Inspection evidence shows that current pupils in Year 2 are achieving well in most subjects to reach standards in speaking and listening,

writing, mathematics, science and ICT above those expected. Standards in reading are well above average. Pupils' achievement in religious education is satisfactory and standards are broadly in line with those expected. Due to variations in year groups, standards in the current Year 6 are not quite as good as those in 2004 shown in the table above when they were well above average in English, mathematics and science when compared to all schools. Although these results were average overall when compared to similar schools, the results showed that the school is adding very good value to pupils' attainment when their performance is compared to other similar schools. Current pupils are achieving well to reach very good standards in English, and good standards in mathematics and science. Recent improvements in resources for ICT mean that pupils are achieving well but standards are only in line with those expected. Pupils develop secure knowledge, but their understanding of how to use their skills is less well developed. In religious education, pupils' achievement and standards are satisfactory.

Pupils' personal qualities, including their spiritual, moral and social development, are very good. Pupils' cultural development is good. Their attitudes and behaviour are very good and relationships between pupils are excellent. Pupils are punctual to school and the vast majority of pupils attend very regularly so attendance is above the national average.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good with a substantial proportion of teaching being very good. In all classes, teachers have very high expectations of pupils' behaviour and are very explicit in their explanations of what they expect pupils to learn in lessons. Introductions to lessons are often imaginative and teachers use questions very well to involve pupils in the lesson, to extend their thinking and to develop their speaking and listening skills. As a result, pupils are enthused, try very hard and apply themselves single-mindedly to the tasks they are given. Assessment procedures are good in English and mathematics and the information is used well to set targets for pupils. However, the information is not always used as well as it might be to identify those pupils who are not progressing as quickly as expected towards the targets set for them. As a result, pupils' progress in Years 3 to 5 is not as rapid as in Year 6 where pupils benefit from very good teaching which is very closely targeted to developing the learning of each pupil. In addition, similarly rigorous procedures are not in place in other subjects such as science and ICT to help subject leaders evaluate the effect of any initiatives they have put into place. The curriculum is good and very well enhanced by activities in music and physical education which has a positive effect on the achievement of pupils with particular gifts and talents. Pupils are very well cared for and links with other schools, particularly primary schools, and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher and the deputy headteacher lead the school very well. They are well supported by other subject leaders. Many of these staff are relatively recent appointments, but their action plans accurately reflect the school's priorities. However, there are no planned opportunities for these staff to share their expertise with other teachers to identify those pupils who are not making the expected progress towards their targets. Governors are very committed and have a good understanding of the strengths of the school and the challenges it faces in the future. They ensure that all statutory requirements are met well. Together with the headteacher they manage the school well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The good links the school has developed with parents are reflected in parents' positive views of the school. Pupils also have positive views of their school. The very good relationships between them and adults, means that they are confident that if they have any problems they will be listened to.

IMPROVEMENTS NEEDED

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

- Develop rigorous procedures to establish the progress pupils of different abilities are making in subjects other than English and mathematics.
- Extend the role of subject leaders in working with other staff to ensure all pupils make the expected progress towards the targets set for them.
- Provide more opportunities for pupils to use the full range of their ICT skills in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The overall achievement of pupils is good as they move through the school. Overall, standards are in line with those expected in reception. Standards in Years 2 and 6 are above those expected.

Main strengths and weaknesses

- Standards in speaking and listening and reading skills are very good in Year 6.
- Children in reception have good personal and social skills.
- Pupils with special educational needs achieve well.
- Pupils' progress in Years 3 to 5 is satisfactory.
- Pupils' ability to use their ICT skills is not as strong as their subject knowledge.
- Pupils with particular talents in music and physical education achieve very well in Years 3 to 6.

Commentary

1 Overall, children enter the reception class with levels of attainment below those expected, most critically in their communication, language and literacy skills, which are well below those typical for their age. In their personal, social and emotional development, knowledge and understanding of the world and physical development children start school with levels of attainment broadly in line with those expected. This enables teachers to quickly get on with the task of bringing children's basic literacy and mathematical skills and knowledge up to the levels expected for their age rather than spending time developing children's behaviour and social skills. As a result, children achieve well in most of the areas of learning so that most are on course to reach the expected levels in all the areas of learning except in their personal, social and emotional development. In this area of their learning they achieve well, but due to the better starting point, at the time of the inspection, most children were already working at the expected levels and a good proportion are well on course to exceed them by the end of the reception year. This sets the foundation for pupils very good attitudes to learning and behaviour seen further up the school. In communication, language and literacy children achieve well overall, but not enough emphasis is placed on developing children's understanding of how words are made up of different sounds so their writing skills are not as good as their reading and speaking skills. In their mathematical development, children achieve well overall, but their basic number skills are stronger than their ability to use these skills to do basic calculations. Children's achievement in their knowledge and understanding of the world, creative and physical development is satisfactory.

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

Standards in:	School results	National results
reading	16.8 (17.4)	15.8 (15.7)
writing	15.7 (17.1)	14.6 (14.6)
mathematics	17.2 (18.2)	16.2 (16.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year

2 The school's results for pupils in Year 2 have been improving at a similar rate to the national pattern in recent years and have been at least above average in reading, writing and mathematics when compared to all schools. The results in 2004 were average when compared to similar schools in all three subjects and not quite as good as in previous years. However, this purely reflected slight variations in the relative abilities of different pupil groups and is not an indicator of falling standards. This group had a higher proportion of pupils with significant special educational needs than is usual in this school. Despite achieving well, several of these pupils did not reach the expected levels. However, the proportion of pupils reaching the higher than expected levels was above average.

3 Early indications from this year's national tests for current pupils in Year 2 show that standards in reading are very good and standards are good in writing and mathematics. Inspection evidence supports this and shows that they are achieving well. There are fewer pupils with special educational needs so the vast majority of pupils are working at the expected level in all three areas with a good proportion working at the higher than expected level. Most have secure basic reading and number skills and many write structured pieces of extended work using well constructed sentences showing a good grasp of basic punctuation and grammar. The very strong emphasis that teachers place in lessons on encouraging pupils to discuss what they are doing as a class and with each other means that pupils achieve well in their speaking and listening skills so that standards are above those expected for their age. In science, standards are above those expected, and pupils achieve well, because they have plenty of opportunities to do practical investigations and teachers expect them to use scientific vocabulary in discussions and when recording their work in their books. Standards in ICT have improved well since the last inspection when they were judged to being in line with those expected. The school has invested heavily in new resources and teachers' skills are much better than before so that standards are now above those expected and achievement is good.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	29.1 (28.5)	26.9 (26.8)
mathematics	28.7 (28.3)	27.0 (26.8)
science	30.0 (29.8)	28.6 (28.6)

There were 68 pupils in the year group. Figures in brackets are for the previous year

4 Since 2001 the school's results in the Year 6 national tests have been consistently well above average in English, mathematics and science, with the exception of science in 2003 when results were above average. However, against similar schools, the results in 2004 were above average in English, and average in mathematics and science. In addition, the trend in the school's results is below the national pattern. This reflects the challenge the school has, to maintain the pace of pupils' learning in Years 3 to 6 when pupils attain well in their Year 2 tests. Generally, it is successful in this and the 2004 results showed that the school is adding very good value to pupils' attainment when their performance is compared to other similar schools. Inspection evidence shows that pupils in the current Year 6 are continuing to reach good standards overall. However, the school's assessment data indicates that the pace of Year 6 pupils' learning has been particularly good this year in English and mathematics after making overall steady progress in Years 3 to 5. This mainly reflects the very good teaching skills of the teachers who work with Year 6 pupils in the three ability groups in which these pupils are taught, but also links to the inconsistent use of assessment information by class teachers to identify those pupils who are not making the progress expected of them. As a result, in English, pupils are achieving well to reach standards that are well above average. These are driven by pupils' very good speaking,

listening and reading skills. Their writing skills are good. In mathematics and science, pupils are achieving well to reach standards above those expected. In ICT, pupils are now achieving well, but due to the limitations in resources when pupils were lower down the school, standards in Year 6 are only broadly in line with those expected. Their subject knowledge is good, but their understanding of how to use their skills is less well developed. In religious education, standards and achievement are satisfactory. There was insufficient evidence to make secure judgements on standards in any other subjects.

5 Pupils with special educational needs, most of whom have literacy-based learning difficulties, achieve well. This is due to the good support they get from support staff and the teachers' planning of carefully varied activities in English lessons. Although there were few examples seen of specific activities linked directly to pupils' individual plans, teachers and support staff ensure that they are fully involved in activities through careful explanation of the tasks. The arrangement in Years 4 to 6 in English and mathematics where pupils are grouped by ability has a positive effect and enables teachers to pitch lessons at an appropriate level for pupils. Pupils with special gifts in, for example, mathematics and talents in areas such as music and sport achieve very well. The school has a clear process for identifying these pupils and establishes a plan for how these pupils' skills will be nurtured. During the inspection, the standard of performed music by the choir and cello players was testament to the effectiveness of this provision.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are very good. Pupils' attendance is above average and their punctuality to school is good. They have very positive attitudes to school and behave very well. Pupils' spiritual, moral and social development is very good. Their cultural development is good.

Main strengths and weaknesses

- Relationships between pupils are excellent.
- Pupils develop a very good understanding of right and wrong.
- Pupils are very interested in everything the school offers and they have a great desire to learn.
- Pupils' understanding of how faith or beliefs affect the daily lives of other cultures is under-developed.
- Pupils have a great respect for others' views, opinions and feelings.

Commentary

Attendance

6 Pupils say that they really enjoy being at school and they take a very keen interest in what is provided for them, taking on any responsibilities allocated to them willingly. Parents agree with their children in this. As a result, pupils are punctual to school, and attendance, as shown in the table below, is above the national average.

Attendance in the latest complete reporting year (95.5%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
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.

7 Children in Reception achieve well in their personal development, due to the very good support and nurturing they get from adults. As a result, children develop very good attitudes and behave very well. The school's very good provision for ensuring that pupils learn the importance of right and wrong and develop very good social skills is reflected in the fact that these very strong personal traits are maintained throughout the school.

8 In many situations, lessons, at lunchtime and in assemblies, staff very consistently promote the importance of valuing each person as an individual and respecting their opinions. In addition, pupils are involved in establishing class rules at the start of the year so that they fully understand what is expected of them and develop a sense of responsibility for their own behaviour. An outcome of this is the excellent relationships between pupils. They help each other out, share their ideas and equipment. Most notably, in the discussions that take place in many lessons, pupils listen very carefully to each other and take due note of the contributions made. These contributions are always constructive and even if a pupil takes a contrary view to another, this is accepted in good part. These inspection findings match very closely to parents' views. They are very positive about standards of behaviour and neither parents nor pupils have any concerns about bullying or harassment. Together these very strong aspects of pupils' personal skills create the very positive ethos in the school and are reflected in the lack of any exclusions in recent years.

9 The school also gives pupils plenty of opportunities to reflect upon their own learning and achievements. Although the procedures to establish learning targets for pupils are inconsistent across the school, virtually all teachers share the aims of lessons with pupils at the start and regularly go back to these during a lesson. As a result, pupils develop a very strong desire to reach the aims set for them in lessons and to learn what teachers hope they will. Pupils also learn to reflect upon their own learning and to be objectively self-critical. This aspect of pupils' spiritual development is promoted very well and pupils are also encouraged to think about people less fortunate than themselves in lessons and assemblies.

10 The strongest aspect of pupils' cultural development is through music. They have many opportunities to be involved in musical activities and music is a very important aspect of assemblies. Indeed, during the inspection, it was very refreshing to hear the piano being played when pupils were coming into the hall and in a range of different musical styles rather than recorded music. Pupils also develop a secure understanding of different cultural traditions, faiths and religious festivals, but they have fewer opportunities to reflect from first hand how faith affects how people live their lives. As a result, the opportunities for them to learn about the daily lives of the diverse cultures that are part of modern British society tend to be linked to specific subjects or limited to 'theme days' and are not consistently threaded through the work of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils are taught well. The curriculum is good and very well enriched by activities out of lessons, particularly in music and physical education. Procedures to ensure pupils' health and safety and to care for pupils are very good. Good links with other schools ensure pupils are very well prepared for transfer to secondary school.

Teaching and learning

Teaching and learning are good. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers have very good subject knowledge.
- Teachers have very high expectations of behaviour so lessons are very positive learning experiences.
- Teachers' very effective use of questions encourages pupils, promotes their self-confidence and involves them in lessons very well.
- Assessment procedures are good in English and mathematics, but not as effective in other subjects so teachers do not always have sufficient information on how well pupils are progressing.

Commentary

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	18 (33%)	27 (50%)	7 (13%)	1 (2%)	0	0

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

11 Overall teaching and learning are good, but as can be seen from the table above, during the inspection a substantial proportion of very good lessons and one excellent lesson were seen. The quality of teaching is generally very consistent throughout the school, but most of the very good lessons were in English and mathematics in Year 6. This reflects the fact that pupils have made particularly good progress this year in these subjects.

12 In reception, teaching and learning are good. Teachers have good subject knowledge and very high expectations of children's behaviour. As a result, they provide children with a good range of interesting activities that develop their skills in most of the areas of learning well. This is particularly the case in language, literacy and mathematics in which children achieve well from a lower base than in the other areas of learning to reach the expected levels by the end of reception. Teachers use support staff well and a good range of resources effectively. Together, teachers and support staff provide children with a good balance of activities between those that are adult-led and ones they choose for themselves. As a result, children develop confidence in their own skills, develop secure basic letter and number skills. However, teachers' planning does not always make the best use of the extensive and high quality outdoor space in lessons to give children first hand, practical experiences to promote aspects of their knowledge and understanding of the world and their physical skills. As a result, children's ability to run, balance and climb is not as good as is normally seen and they do not develop a secure understanding of the natural world or how to carry out first-hand investigations for themselves. In addition, there are occasions when more able children are not challenged sufficiently. As a result, although they recognise a good number of words by sight so are able to read to the expected level, their understanding of how words are made up is less secure, which affects their ability to write on their own.

13 Teaching in Years 1 to 6 is good overall with consistent strengths seen in many lessons. In the majority of classes throughout the school, teachers share the aims of the lesson with pupils so they are clear about what they will be learning. In the best lessons, teachers return to these aims at regular intervals to check pupils are following the plan and review the success of the lesson with pupils at the end. Teachers give pupils plenty of opportunities to talk to each other and to work with partners to clarify their ideas. As a result, most lessons begin with a brisk, well-focused and interesting class discussion. The

purposeful way in which teachers introduce lessons and stimulate pupils' interest in the topic means that the opening parts of lessons are the most successful in promoting learning. This very strong emphasis on oral parts of lessons has a very positive effect on the development of pupils' speaking and listening skills. Teachers are very rigorous in their expectations that pupils should use the correct vocabulary which has a particularly positive effect on standards in, for example, science. In the best lessons, the activities that build on these opening discussions are very well matched to the pupils' learning needs and the objectives of the lessons. Most of the lessons seen in English and mathematics in Year 6 were examples of this very effective planning and reflected the teachers' very good subject knowledge. Their enthusiasm for their subjects also made a major contribution to the effectiveness of the lesson by stimulating pupils' enthusiasm and willingness to participate and to complete tasks to the best of their ability. As a result, the learning of all pupils, whatever their ability, was very good.

14 Where lessons are not as effective, they do not have the same degree of structure and sometimes lack clarity and direction. This is particularly the case in some classes lower down the school where pupils are not grouped by ability and worksheets are used excessively in, for example, mathematics. The root cause of this is that teachers do not always use the assessment data they have available well enough when they are planning lessons. The procedures to collate data are good in English and mathematics. In these subjects, targets are set for pupils and their progress is checked termly, but the information is not always used well enough to highlight those pupils who are not progressing quickly enough towards their targets and to identify what it is they need to learn next. Individual teachers are not helped in this process by the limited opportunities they have had to work with subject leaders to discuss the progress of pupils in their groups. However, this partly reflects the recent reorganisation of subject management by the headteacher. In addition, there are no whole school procedures in other subjects, such as science, to assess in detail how pupils are progressing. As a result, the use of lesson objectives and the close match of activities to pupils' learning needs is not always as rigorous so pupils' learning is not as effective.

15 There is a whole school policy for how marking should be done, but teachers' application of the policy is inconsistent. The best marking clearly highlights for pupils what they have done well and what they need to work on. However, there is limited evidence that pupils are given specific tasks that reflect these, often perceptive and accurate evaluations. The assessment co-ordinator is currently working on developing whole-school procedures to involve pupils in the setting of targets. Some teachers do this already, but there is no whole school process that links into the target setting process already in place in English and mathematics. Consequently, there are examples in classes of individual pupils who do not make the progress the school has set for them putting pressure on their next teacher to ensure they reach the level their ability indicates they should by the end of Year 6. It is testament to the quality of teaching in Year 6 that the standards are consistently good.

The curriculum

The curriculum is good. Opportunities for enrichment are very good. Accommodation and resources are good.

Main strengths and weaknesses

- A high number of pupils take part in the very good range of activities out of lessons for them to develop their musical and sporting skills.
- Provision for pupils with special educational needs is good.
- There are insufficient opportunities for pupils to use their ICT skills in other subjects.
- Teachers' planning in reception does not consistently make most efficient use of the resources available to them.

Commentary

16 Since the last inspection, national guidelines have changed significantly for many aspects of the curriculum. However, the school has successfully revised its policies and practices to reflect these changes. For example, the school has incorporated the national strategies for literacy and numeracy well so they form the basis of the curriculum plans for English and mathematics. As a result, the curriculum fully meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. In addition, the curriculum for children in reception has been amended well to reflect the most recent guidance for the Foundation Stage. Overall, children are provided with a good range of learning opportunities to develop their skills, knowledge and understanding in the areas of learning. Through the personal, health and social education programme the curriculum provides pupils with appropriate opportunities to learn about the importance of living a healthy lifestyle and of aspects of sex, drugs and alcohol education.

17 The provision for pupils with special educational needs is good and teachers' planning ensures that pupils who may need extra help are identified quickly and provided with the support they require. As a result, these pupils achieve well. However, the pace of their learning is also helped by the effective way that teachers provide a good range of opportunities for pupils to use their literacy skills in other subjects. Most expect pupils to record their own work and to write about their experiences and to conduct research into the topics they are studying. They also expect pupils to use the correct vocabulary in their writing which has a positive effect on all pupils' learning, particularly in technical subjects such as science. In mathematics, pupils learn to use their skills to present their findings from science investigations or traffic surveys in geography. However, overall the links between subjects are not strong. In particular, opportunities to reinforce what pupils have been learning in ICT lessons are frequently missed in other subjects and ICT is not yet routinely embedded within topic planning. For example, there are few examples where pupils have presented their work in the form of graphs or charts or as multimedia presentations. As a result, although pupils develop secure basic ICT skills, their ability to use these skills and to select different procedures in a variety of contexts is under-developed.

18 One of the strongest aspects of the curriculum is the provision for activities out of lessons. The range of clubs covers many areas, but these are most extensive in physical education and music and due to the quality of the coaches and instruction make a very important contribution to the achievement of those pupils with particular talents. These include strong links with Leeds United and Hull City football clubs and local rugby league and rugby union clubs. A significant amount of coaching takes place, both during school time and after school in tennis, hockey, football and basketball. In music, there are plenty

of opportunities to learn musical instruments, but the most striking example during the inspection of the high standards pupils reach in these musical activities was seen in a choir rehearsal. The quality of singing was of a very high standard and it was very apparent why the choir has won competitions in the city consistently over a number of years as well as producing CDs and performing in major venues such as Hull City Hall. The number of pupils who want to take part is very good and activities are frequently over-subscribed so pupils have to take turns or have to audition. For example, recently ten teams were involved in a local football competition on the same day!

19 The school has a good number of staff and teaching assistants who provide good support for teachers and pupils, mainly with special educational needs, but also in hearing pupils read. The school has made significant improvements to the accommodation recently and has plans to continue this in the next few months. For example, the library is being completely revamped to increase the range of books and to make it more conducive for pupils to use as a study area. The ICT suite, which is currently split into two different rooms, is to be combined into one room to enable a whole class to work together with a computer for each pupil. The accommodation for children in reception is very good, particularly the outside facilities. However, teachers do not always use this well enough to develop children's physical skills and their knowledge and understanding of the world.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is very good. Support and guidance for pupils are good. The school has good procedures to involve pupils in the work of the school.

Main strengths and weaknesses

- Procedures to ensure that pupils work in a healthy and safe environment are very good.
- Relationships between pupils and adults are very good.
- Arrangements for children starting school are good.
- There are no systematic procedures in place for the School Council to directly involve particularly the youngest pupils in the school in its work.

Commentary

20 Health, safety and pupils' well being are very high in the school's priorities and parents are very confident that the school takes good care of their children. The headteacher and governors co-ordinate the health and safety procedures, which cover all aspects of site safety, fire drills, school trips, first aid and child protection. These aspects are very well organised and the vast majority of staff have a clear understanding of who is responsible for the key aspects of child welfare and what do if they have any concerns. The school also has a dedicated welfare room whose primary role is to deal with any pupils who are feeling unwell or get hurt. The staff who are based in this room make a very valuable contribution to the care and support of pupils. The very good links the school has established with the primary school that shares the same site have had a very significant effect on this aspect of the school's work. They have worked together to provide much enhanced security to the site and recently, established joint fire evacuation procedures.

21 One of the strongest features of the school that helps create its very positive ethos is the very good relationships between adults and pupils. This begins in Reception, where teachers gather good information about children before they start school, involve parents well in the process and establish a caring and secure atmosphere for children to learn. As

a result, parents report that their children settle very quickly into school. As pupils move through the school, this good level of support continues. The school has good procedures to recognise pupils' academic achievements and these are celebrated in assemblies and although the marking of pupils' work is inconsistent, teachers and support staff provide a good level of academic support to pupils. Although, the school does not have formal procedures to track the personal development of pupils, staff know the pupils well and, as a result, pupils are confident that if they have a problem they will be able to talk to someone about it.

22 The views of the school council are valued by the leadership of the school and they are taking an increasingly prominent role in the development of the school. For example, they recently advised the headteacher on how to reorganise the management of the dining hall following a big increase in the number of pupils having cooked meals at lunchtime. They have also begun to link up with other schools. For example, they recently visited another primary school in the city to find out how the lunchtimes were organised. However, the membership of the council is drawn from the older pupils and there are no systematic procedures to canvas the views of younger pupils or involve them in directly in their work. The school recognises that this is an area for future development.

Partnership with parents, other schools and the community

The school has established good links with parents, the community and with other schools.

Main strengths and weaknesses

- Procedures to ensure parents are satisfied with the school and to deal with any concerns are very effective.
- There is more scope to develop systematic procedures to canvas the views of parents on the work or development of the school.
- The information provided for parents on the work of the school is good.
- Links with the school on the same site and with other primary schools in the local area are very good.

Commentary

23 The school has established very effective procedures to deal with any concerns parents may have and this was reflected in the parents' response to the questionnaire sent out prior to the inspection. Ninety five per cent of parents felt comfortable approaching the school if they had any points to raise and the vast majority are confident that they will be dealt with efficiently. An important aspect of this is the good information provided for parents on what is happening in school and the progress their children are making. Although, they comply fully with statutory requirements. A small percentage of parents do not feel well enough informed about their children's progress, but the headteacher, aware that pupils' annual reports lacked a personal touch because they are based on a computer-generated system, has revised the format this year and they are now much more accessible. However, the main area of concern from parents is the way that they are consulted and involved in school developments. Over 20 per cent of parents who completed the questionnaire expressed a concern in this area. The inspection team feels that parents have plenty of opportunities to discuss informally with senior managers what the school is doing and are kept well informed where it is reasonable to do so, but there is more scope to seek their views in a more systematic and formal way.

24 Parents say that the school has a very good reputation in the local community and the school plays its part well as a focus for the surrounding area. For example, the school is used as a weekly facility for Cubs and Scouts and Community forum meetings. The

school also provides regular work placements from local schools and colleges. The school also makes good use of the local area and the community to provide activities and learning experiences for pupils. For example, two ministers from local churches take assemblies regularly and one accompanies the school choir. Community personnel such as the fire service and police contribute to the curriculum in areas such as drugs education and health promotion.

25 The school plays an important role in the local school's networks, including the local school cluster. It is involved in two university-based research projects looking at transition from Reception to Key Stage 1 and Remodelling the Workforce. The latter has helped to make a positive contribution to school management so that currently, all staff have at least ten per cent of the week out of the classroom to prepare work and to fulfil their management roles. However, the strongest links are with the school next door. These have developed a lot recently and as mentioned above the schools now have joint approaches to deal with security and health and safety issues. Both headteachers are very keen that, whilst maintaining each school's own distinctive approach to teaching and learning, where possible both schools should present a united front to the community and other external agencies. Despite the school's best efforts, links with the local secondary schools are not as proactive, although pupils do use the ICT facilities on a regular basis.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher's leadership of the school, together with the deputy headteacher, is very good. Subject leaders fulfil their roles well. Governance of the school is good. The good management systems are effective in driving school improvement. The school deals well with the barriers to improvement caused by falling roles and the associated financial implications.

Main strengths and weaknesses

- The headteacher and deputy headteacher are very good role models for other staff and lead the school with a very clear sense of purpose, drive and determination.
- The school's self-evaluation procedures are very good so that the school's priorities very accurately match its ambitions and goals.
- Subject leaders have not all had sufficient opportunities to work with other teachers on their subjects.
- The school makes a very good contribution to initial teacher training.

Commentary

26 The headteacher and deputy headteacher joined the school less than two years ago and have made a number of important changes to the way the school is led and managed in order to maintain good standards. They have done this with a very clear sense of purpose and commitment to improving the consistency of teaching across the school that sets a very good example for the rest of the staff. An important part of this has been the establishment of very effective procedures to evaluate the school's work. An extensive programme of monitoring teaching and tracking pupils' progress has been implemented which has identified a number of areas for improvement. These are very well reflected in the school improvement plan which shows in great detail what needs to be done and how it will be achieved. During this period a number of staff have left the school for a variety of good reasons and been replaced by new teachers. The quality of these appointments was reflected during the inspection in the fact that most of the very good teaching was by these newer members of staff and those with key co-ordination roles such as mathematics, ICT

and assessment. In addition, their skills are also reflected in the very good lead they are giving to their subjects.

27 One of the changes the headteacher and deputy headteacher have implemented is a change to the senior management team as well as reallocating a number of subject leader roles. They have expanded this group to include more staff than previously with the express aim of involving more people in the strategic planning and review process. This has begun to have a positive effect so that most subject leaders have a clear understanding of their role and support the headteacher well. Overall, key staff including the Foundation Stage and special educational needs co-ordinator lead their areas well. However, due to the changes the headteacher and deputy headteacher have implemented, many of the key subject leaders have only held their positions for a short time, in several cases less than a year, so the effect of their work has not always had long enough to have a major impact on standards. For example, the subject leader for ICT has made a very significant contribution in a short while to the resources available for teachers and pupils to use so that pupils' achievement is good throughout the school. However, the majority of the older pupils are working at the expected levels with few working securely at levels above those expected. Most staff who have been given areas of responsibility have responded well to the opportunity. For example, the special educational needs co-ordinator has worked well this year to revise policies and procedures so that the provision is coherent and has begun to analyse assessment data for these pupils to identify those pupils who need extra help. The good achievement of pupils with special educational needs reflects the quality of the provision and the support, teachers are given by the co-ordinator.

28 The highly focused school improvement process has meant that those teachers responsible for subject areas not identified as immediate priorities have had fewer opportunities to implement the priorities in their subject areas. For example, in science, the subject leaders have plans to implement a whole-school assessment process, but have not had enough opportunities to work with other teachers to achieve this. In addition, there is more scope for leaders of, for example, English to work closely with staff to identify pupils who are not making the progress expected of them and to help them plan ways of improving the pace of these pupils' learning.

29 The chair of governors has been associated with the school for a long time, is very experienced in school governance and makes a very good contribution to the management of the school. In contrast, several governors are relatively recent appointments and as a result, they do not have a very clear view of how they see the school developing in the future. However, overall, governors have a good understanding of the strengths of the school and support the headteacher in her very high aspirations. They have good procedures to ensure that the school meets its statutory responsibilities, particularly with regard to the health and safety of pupils. For example, they sanctioned major changes to the security arrangements for the school gates, in conjunction with the school next door and the arrangements for admitting visitors to the school building itself. Governors play a constructive role in school improvement planning and have good procedures in place to hold senior managers to account for implementing identified priorities.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1053630	Balance from previous year	25931
Total expenditure	1031373	Balance carried forward to the next	22257

Expenditure per pupil	2485
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30 The school has good procedures to ensure that it gets best value from its spending which, in the face of gradually falling rolls, is very important in order to maintain standards and to improve the quality of the provision. As a result, the school provides good value for money. It has succeeded in implementing its most pressing priorities whilst improving the accommodation and tackling the minor areas for improvement from the last inspection well. Performance management is used effectively to identify training needs to aid individuals' professional development and to enhance the work of the school. As referred to earlier, to help staff fulfil their responsibilities effectively, the school is also well on the way to providing teaching staff with the preparation time required under workforce reform legislation. This also ensures that the day-to-day management of the school and the implementation of developments are effective and coherent. The school also recognises that it has a responsibility to the future of the teaching profession as a whole and is a very active participant in providing placements for initial teacher training programmes under both the graduate teacher-training programme and the traditional college-based route. At the time of the inspection, the school had two students on placement and one graduate teacher working in the school. This has the added benefit for a school where many of the teaching staff are well established and experienced, of giving pupils the experience of working with different adults who bring their own fresh ideas and enthusiasm.

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**.

31 Attainment on entry to the reception class varies across the different areas of learning. Overall, it is below the expected level because many children lack previous experience in the critical areas of language, literacy and mathematics. This judgement is based on discussions with teachers and samples of children's work when they first entered the school. Overall, children achieve well and reach standards at least in line with the expected level by the end of reception. In aspects of writing and mathematics, they are below that expected. This is because provision in these areas is not sufficiently focused on individual learning. Teaching is good overall and children also benefit from working with skilled classroom-assistants. The indoor accommodation is inspiring and children work and play in a caring environment. All children, including those who have special educational needs are well supported so they are fully included. Teachers' planning is detailed, but it is hard to manage and too time consuming to produce. Adults know children well and allocate time throughout the day to observe and record their progress. Staff are currently reviewing assessment procedures to enable them to use the information better in their planning. The co-ordinators are knowledgeable and experienced. Good management has ensured that the indoor curriculum is well developed. The outdoor facilities are very good, but are not always used to full advantage so learning opportunities are missed in some aspects of the curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between children and adults create an effective learning environment.
- Well planned activities motivate children to learn.
- Occasionally, opportunities are missed for children to work on their own outside.

Commentary

32 This area of learning has a high profile and children achieve well. They make good progress and the majority exceed the early learning goals by the end of the reception year. This is due to vigilant and caring staff, who are good role models. The good teaching and ordered environment help children settle well and feel secure. Children are encouraged towards independence in most of what they do, although the outside area is not always use as well as it might for children to practise carrying out first-hand investigations for themselves. They are proud of their work because adults talk about it to each individual, offering praise and support. Adults discuss feelings through stories. For example, in a popular story, they talked about why mum was *hot and bothered*. They also find out, in a caring way about children less fortunate than themselves when, through skilled teaching, they experience what it is like to be blind. Children behave very well and follow rules and routines well. They sit quietly in assembly and in whole-class teaching sessions and pay good attention. Activities challenge children and they are motivated to learn whether it be going on an imaginary bus journey or taking the baby to the 'clinic'. They take turns when making jigsaws and help each other when constructing models. Children develop respect

for their own culture through various planned themes. They learn about the cultures of others when they celebrate special events including Chinese New Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to enhance children's communication skills.
- Whole class teaching does not always match the needs of individuals so pupils' achievement in writing is not as good as in reading and communication.
- Children recognise many words from memory.

Commentary

33 Teaching is good overall and children achieve well. The majority are likely to reach the expected level by the end of the reception year. Children develop good speaking and listening skills and this has a significant impact on their learning. Staff support children's development of language well during activities and teach them a good range of new words. For example, they learn the names of many different fruit linked to *Handa's Surprise*. Adults question children skilfully so they have to answer in sentences. When reading stories adults make sure children look carefully at the picture clues to predict what might happen next and are encouraged to join in with familiar refrains. However, when adults plan whole class teaching sessions to develop early literacy skills, more able children are not always challenged sufficiently. Children overall make good progress in reading because they are taught a good sight vocabulary and they often browse in the book-filled areas in the classrooms. As a result, they know how books work. However, teachers do not always move children on quickly enough to develop their understanding of how to use their letter knowledge to work out unfamiliar words. This has an effect on their early writing skills where achievement is not as good as it is in other aspects of this area of learning. Children manage to write words they know but do not have a good understanding about the way words are made up. Staff are aware of this and are currently looking at different ways to teach letter recognition to match different learning styles. Many children are learning to express their ideas and draw detailed pictures. All are given individual and small group support when writing so they learn to form letters correctly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching places good emphasis on learning through practical activities both indoors and outside.
- For some children the work does not always match their level of ability.
- Close interaction in small groups results in good achievement.

Commentary

34 Teaching is good overall. The majority of children are likely to reach the early learning goals by the end of reception. Achievement is particularly good for children of average ability in all aspects of mathematics. Children are taught early calculation together in a whole class group. In work seen all managed to write simple sums. However, at times

the work in children's books does not always match their stage of development. This means the work is sometimes too easy for some children and too hard for others and not all children are appropriately challenged. As a result, more able children do not always make enough progress in extending their calculation skills beyond a basic level. Pattern, shape and measurement are taught well because teachers and assistants tend to support children in smaller groups so their understanding is secure. Children play with scales in the *Baby Clinic* and learn what *heavy* and *light* mean. Adults plan interesting activities outside such as making patterns in sand and buying and selling fish and chips. These worthwhile activities help children understand the importance of mathematics in everyday life. Vigilant teaching assistants take every opportunity outdoors to consolidate children's counting and number recognition skills. In lessons, teachers make good use of resources and well-loved stories such as *The Very Hungry Caterpillar* to encourage counting and adding numbers together. This effective teaching helps children learn about the language and sequencing of time. Children learn how to fill in missing numbers on a number line, knowing that six is one more than five.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are missed opportunities to use the area outdoors.
- Teachers use resources well to offer them first-hand practical experiences.

Commentary

35 Teaching is sound and children achieve steadily. The majority are likely to reach the early learning goals by the end of the reception year. Children are provided with a range of indoor opportunities to learn about their world. Adults are beginning to make better use of the area outdoors. For example, children plant seeds and water them. They dig in the soil, but there is no clear designated area for investigative work outdoors and sand and water play is limited. As a result, children do not have enough first-hand and practical opportunities to develop a secure understanding of the natural world around them. However, resources in the classrooms are used well to improve children's understanding. For example, children look very closely at shells through magnifying glasses and they examine tropical fruit by touching, smelling and discussing their ideas. Teachers also offer children good first-hand experiences of using a typewriter to write in Braille and they examine books written especially for blind children. Good links are made to favourite books as children learn about simple maps when they draw the route *Red Riding Hood* took to go to her grandmother's cottage. Children are taught about families and paint pictures of people who belong to them. They celebrate many of the important Christian festivals and for Chinese New Year they dress up as a dragon and taste special foods. However, the emphasis on other cultures and faiths is less strong. Children make models and learn to cut and fold paper when making a *Jack-in-the-Box*. Computers are used regularly and games support their understanding in other areas of learning well.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children improve their skills in indoor movement lessons because teaching is good.
- There are missed opportunities to promote this area of learning outdoors.

Commentary

36 Teaching overall is sound and children achieve steadily. Many are on course to reach the early learning goals in this area of learning. At the moment the quality of accommodation and resources are very good but there are some areas for improvement to enhance provision even further. Children have a weekly lesson indoors in the spacious hall where they learn a good range of skills. Children learn to sequence simple movements with a partner. The work is challenging and enjoyable for all. In the very good lesson seen, the teacher made good use of children's ideas and demonstrations to encourage others. Children's skills in handling pencils, scissors, brushes and other tools are at expected levels because of the high focus on developing their eye-to-hand co-ordination skills. The area outdoors is large and spacious with challenging climbing apparatus. However, it is underused to promote physical development and children do not have daily access to this area. Children's achievement is therefore hampered by the lack of access to a designated

play area where could explore and play with large apparatus and equipment. There are markings on the playground to extend opportunities for play and for children to move in different ways on their wheeled toys, but these resources are also underused. As a result, their ability to run, balance and climb is not as good as normally seen.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching of direct skills is combined with good opportunities for children to learn through play.
- Children are provided with a range of activities that enriches their learning.

Commentary

37 Staff plan a wide range of stimulating activities and with good teaching and high levels of support the children achieve well with many attaining the early learning goals by the end of the reception year. The children need a lot of help when they first start school and therefore the direct teaching of specific skills is the focus of many activities along with good opportunities for play. They are taught, for example, the skills needed to mix paint, and use brushes to express their ideas in family portraits and they quickly learn how to use scissors and glue to confidently make models. They learn to make bubble patterns and to print with shapes. There is a wealth of opportunities for imaginative play in the 'home corners' where children often make up very interesting stories including a bus journey to town, beach or countryside. In sand, they make up stories about dinosaurs. Children regularly take part in planned music making sessions with adults in small groups. They learn to record simple number patterns they have created. They are gradually building up a good repertoire of favourite songs and rhymes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good so pupils achieve well.
- Standards in speaking and listening and reading are very good in Year 6.
- Teachers provide many opportunities in lessons for pupils to express their ideas and opinions.
- Assessment information is not used consistently well enough to identify pupils who are not making enough progress.
- The subject leader does not have enough opportunities to work with other teachers.

Commentary

38 Pupils achieve well in English as they move through the school. In Years 1 and 2 they achieve consistently well and standards are currently above those expected in reading and speaking and listening and well above those expected in writing. In Years 3 to 6, pupils achieve well overall, but year on year, their progress is less consistent. School assessment data shows that the progress of current pupils in Year 6 accelerated significantly this year after they made generally satisfactory progress in Years 3 to 5. This reflects the very good teaching seen in Year 6 which has ensured that overall, pupils are working at standards well above average. Standards in speaking and listening and reading are well above those expected and above expected in writing.

39 Overall, teaching and learning are good, but there are consistent strengths seen in most classes that contribute to pupils' good achievement. Primarily it is the very strong emphasis teachers place on involving pupils in lessons by using questions very well to stimulate class discussions and debate. In the best lessons, teachers are not content with pupils' first answers and expect them to expand upon their ideas. They also frequently ask pupils to discuss with a partner what they are working on and to come to an agreed view. Closing discussions are also used very well for pupils to consider the aims of the lessons and to discuss how well they think they have done. These factors are major contributory factors that result in the very good speaking and listening skills seen in Year 6. These teaching methods also make a very good contribution to pupils' personal skills, in particular their social and spiritual development. Teachers' very high expectations of pupils' behaviour ensures that the vast majority of lessons are very orderly and very positive learning experiences.

40 Throughout the school, teachers place a strong emphasis on developing pupils' basic reading and writing skills so they become confident and competent readers, writers and researchers. This begins in Years 1 and 2, where teachers ensure that pupils develop a good understanding of letter names and sounds and understand how to use these skills to read and spell a good range of words. They also place a lot of store on developing pupils' handwriting and presentation skills. As a result, in Year 2, many pupils are already writing in a joined up style and more able pupils write extended pieces of work that have clear structure and express their ideas well. Teachers in Years 3 to 5 generally maintain these very high expectations so pupils continue to build on their knowledge and understanding. From Year 4, pupils have English lessons in three groups based on ability. Teachers plan together so the themes of lessons are similar, but tasks are usually suitably varied to meet the different learning needs of the range of abilities in the groups. However, planning does

not consistently identify specific activities for individual pupils or for those with special educational needs. Assessment and tracking data, as well as evidence from lessons, shows that these pupils achieve well despite this due to the good support they get from classroom assistants who ensure they are able to be fully included in the lessons and complete the tasks they are set. However, the same data also shows that in most classes there are a few pupils who do not make much progress over a year. In Year 6, teachers' very good subject knowledge ensures that lessons are very focussed on developing each pupil's skills through very effective questions, frequently targeted to an individual pupil and very closely matched written tasks that build very well on the opening discussions. As a result, pupils make up any lost ground, thus maintaining the school's record of consistently achieving well above average standards in national tests in Year 6.

41 Since the last inspection, the subject leader has led and managed the subject well and has continued to develop the provision. Very effective whole school self-evaluation procedures and tracking systems have accurately identified areas for improvement and the subject leader has implemented these well. However, there are no planned opportunities for her to work with teachers in each year group, using the assessment information available, to review the progress pupils are making. This is reflected in the lack of specific planning for individual pupils in lessons, for example for a pupil to use ICT to address specific weaknesses, and the inconsistent progress pupils as whole make, particularly in Years 3 to 5.

Language and literacy across the curriculum

42 Pupils have good opportunities to use their literacy skills in many lessons. Teachers place a very strong emphasis on pupils using the correct subject vocabulary in discussions and their writing which has a positive effect on pupils' speaking and writing skills. Most teachers expect pupils to record their own ideas and write up the results of their investigations or research projects in subjects such as geography and science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards by the end of Year 2 have improved since the last inspection.
- Teachers' good subject knowledge impacts well on the standards pupils achieve.
- The very good use of 'talking partners' extends pupils mathematical understanding well.
- Very effective subject leadership results in the thorough analysis of a range of test results and assessment data.
- The daily use of worksheets does not help pupils in Years 1 and 2 to develop their presentation skills or to see the progress they make over time.

Commentary

43 Standards reached by Year 2 pupils have improved since the last inspection. All pupils make good progress and achieve well throughout the school. Standards reached by pupils in both Year 2 and Year 6 are above the level expected nationally. The school's thorough assessment data confirms these judgements. These standards are achieved because the teaching overall is good with half the lessons seen evaluated as being very good. Teachers build well on pupils' previous learning and this helps them to consolidate

their understanding of each step in the mathematical process. Assessment within lessons is used well to make sure that pupils grasp the aspect being taught.

44 Teachers demonstrated very good subject knowledge in the very good lessons observed in Years 5 and 6 and this had a significant impact on pupils' achievement. Questions are well focused, explanations are very clear and the pace of lessons is brisk. Planning is adjusted daily to match pupils' needs and pupils have good opportunities to discuss their work together. As a result, pupils enjoy mathematics and are very eager to learn. The setting of pupils in Years 4, 5 and 6 works well and ensures that the work planned matches pupils' needs and all pupils are challenged. It also enables pupils who need additional help to work in smaller groups. For example, a small group of Year 6, lower achieving pupils, consolidated their understanding of using a frequency table to record information well before plotting their own graphs. Higher achieving pupils were really challenged when finding the cubed root of 20. The excellent subject knowledge of the teacher and the strategies pupils were given to do this, using calculators, enabled them to realise that using 2.715 would be the closest to being the cubed root of 20.

45 Pupils extend their knowledge and understanding well in mathematics because teachers plan good opportunities for them to discuss their work in pairs. For example, pupils in Year 2 discussed their ideas about arrays and began to understand that multiplication is the same as repeated addition. In Year 5, good opportunities were given for pupils to discuss their work when they ordered decimals with the same number of decimal places. 'Talking partners' were used very well with Year 6 pupils who were given a real problem when the government decided that only 3p and 5p coins can now be used! Pupils used their knowledge of multiples of three and five well when they discussed ways to create a range of sums using different operations with only 3p and 5p coins available.

46 The subject is very well led and managed by a leading mathematics teacher for the authority. She is one of three leading mathematics teachers in the school. Her subject knowledge is excellent and the school benefits significantly from the training she brings to the whole staff because of her training work in other schools. She supports teachers individually by observing some teaching each term, analyses pupils' work and feeds back her findings to class teachers. As a result, the subject leader clearly knows the strengths and weaknesses of the subject and plans are in place to address these. For example, since last September, she has introduced targets and more rigorous assessment procedures. The target setting is working well with older pupils but the targets for Years 1 and 2 need to be refined as the steps from one target to the next are too big. She has only had the responsibility for this subject since September 2004 and as yet has not had time to work with individual teachers to review the progress pupils in their classes are making towards their targets. As a result, there are a number of pupils in each class who have not made the progress expected of them. However, in a short time the subject leader has had a significant impact on both the teaching across the school and the standards pupils achieve. All classrooms have well equipped mathematics trolleys and teachers are currently being trained on the use of ICT in lessons.

47 The analysis of pupils' work in Years 1 and 2 suggests that teachers rely too heavily on the use of photocopied work sheets. In the Year 2 sample seen, the sheets were not in date order so pupils are not able to look back at previous work to assess their own progress. The sheets do not allow sufficient space for pupils to record their working out carefully and the lack of squared paper limits pupils' opportunities to develop their understanding of place value. Some use is made of small books for pupils to record their number work but this recording is limited.

Mathematics across the curriculum

48 Pupils use mathematics to support their work in other subjects and overall the use of mathematics as a tool is satisfactory. This aspect of the subject is currently the responsibility of individual teachers and links between subjects are not identified in planning. However, graphs and tables are used in ICT to record changes in temperature. In science, pupils record their data using pictograms, line graphs and tally charts and mathematical skills are used well in geography. Where teachers' subject knowledge is good, pupils talk very confidently about using spreadsheets and clearly understand how to use formulae to find answers to their mathematical calculations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall and sometimes very good and because of this, pupils' attitudes are very good and they achieve well.
- Standards are above average by the end of Year 6.
- The curriculum coverage is good across all aspects of science.
- The good vision of the subject leaders ensures the subject is lead well.
- Insufficient planned opportunities to establish whole school approaches in assessment, monitoring and feedback to pupils have been made available.

Commentary

49 Standards of work seen at Year 6 are above national expectations, and pupils achieve well. In national tests in Year 6, pupils have consistently performed at levels well above national expectations since the previous inspection. Current standards in Year 2 are good, and pupils achieve well. Teachers have worked hard since the last inspection to ensure that the good standards have been well maintained. Teachers have very high expectations of pupils' behaviour and performance. As a result, because pupils behave very well, teachers are able to concentrate on extending their skills and understanding and many lessons are interesting, practically-based learning experiences. As a result, pupils in Years 3 to 6 achieve well and pupils in Year 6 are currently well on course to attain standards that are well above average by the end of the year due to the strong emphasis teachers place on developing pupils' understanding of how to use subject vocabulary correctly in their work. Pupils with special educational needs achieve well, due to the good support provided for them. Good opportunities for more able pupils to demonstrate their learning were provided by inviting them to make predictions independently and discuss them as a group.

50 The quality of teaching and learning are good. All pupils make good progress in recalling and using scientific facts because teachers provide many opportunities for practical investigation and these are well related to everyday life. There is also a consistent use of scientific language by both teachers and pupils and good use is made of opportunities to discuss questions through the effective use of 'Thought Showers' and 'Talking Partners' to clarify pupils' ideas and consolidate learning. This was a strength in many lessons and secured pupils' understanding of the topic. An example of this was in Year 5 where the majority of pupils could label and describe the function of parts of plants e.g. sepal, *carpel* and *ovule*. As a result, pupils enjoy their lessons and concentrate well, having very good attitudes towards their work. This very positive attitude is reflected in the fact that pupils are very well behaved, eager to learn, collaborative, polite and sensible in their approach, showing very well developed social skills.

51 Teachers' planning is detailed and teaching methods are well selected and varied. As a result, activities are closely matched to the needs of different groups of pupils. Across the school, there is a consistency of recording in scientific enquiry, in planning experiments and in presenting evidence. Teachers make satisfactory use of resources, and they are keen to supplement the curriculum with their own equipment. For example, in one Year 3 lesson, the teacher's very good planning and preparation ensured that her pupils had access to a variety of unusual fruit and vegetables, and after classifying and grouping them, they enjoyed tasting and discussing them. However, the use of ICT in lessons is inconsistent. Where teachers use it well, pupils' learning progresses rapidly. For example, in a Year 5 class pupils had the opportunity to use a suitable website and microscope linked to the computer to identify parts of a plant. This quality provision ensured that the pupils learned a great deal and achieved well. Links to other subjects such as ICT, mathematics and personal development are often used effectively particularly in activities that give pupils opportunities to handle data, use their measuring skills and consider aspects of healthy living.

52 The subject leaders provide good leadership, but their opportunities to manage the subject have been limited due to time, resources and school priorities. They are very enthusiastic and work well as a team, but they have not had enough time to work with other staff to implement consistent assessment opportunities across the school. These have only been implemented in some year groups and as a result, staff are not in a position to accurately track the progress of pupils as they move through the school or to involve pupils

in the process. Consequently, although feedback from teachers is focused on how pupils can improve that aspect of their work, pupils do not have a clear understanding of what they need to work on and how to achieve it.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards by the end of Year 2 have improved since the last inspection.
- Leadership and management of the subject are very good and the subject leader has high aspirations.
- The majority of teachers have good subject knowledge.
- There are no systematic whole school procedures to monitor the progress pupils are making.
- Teaching assistants have a significant impact on pupils' achievement.

Commentary

53 Standards are above expectations by the end of Year 2 and this is an improvement since the last inspection. Standards are in line with national expectations at the end of Year 6. The pupils in Years 1 and 2 have benefited from the improved resources and equipment provided during the last two years and have had additional time in the two computer suites. This improved provision has had a good impact on the standards pupils achieve. Pupils' reading skills are good and these have supported their ICT skills well. As a result, their keyboard skills are above the level expected for their age. The older pupils in the school did not have these improved resources in their early years and are therefore still catching up lost opportunities, particularly in learning how to use their skills. Discussion with Year 6 pupils revealed that they feel their skills in ICT really moved on in Year 4 because before that they could only work in small groups. These pupils really enjoy ICT 'because the teacher supports them well and gives very good explanations. Learning is fun.' Teaching is good with some very good teaching observed in Years 5 and 6. In lessons, time is used well, teachers have high expectations and their very clear instructions and open questioning help pupils to achieve well. Pupils' attitudes are very good, they are keen to learn and confidently use the Internet and search engines to gather information.

54 The majority of teachers have good subject knowledge and this enables pupils to make good progress. Even though interactive white boards have only been in school for a month, teachers are beginning to use these well to introduce pupils to their work in classrooms before moving to the two computer suites. Where teachers have good subject knowledge, explanations are clear, well focused and pupils understand what they are expected to achieve. For example, in discussion, Year 2 pupils showed good understanding of how to control a programmable robot and gave clear instructions to achieve a 90° turn. Year 6 pupils really had to think about the specific language needed when using search engines to find information about Mount Everest. However, in one lesson, teachers' inexperience in using this type of technology was reflected in the fact that the teacher did not explain clearly enough to pupils how to access a website giving biographical details of the author Roald Dahl. As a result, pupils were very unsure and needed too much individual attention. This was only the second time they had used websites and the majority of pupils found this far too difficult to achieve without skilled whole class explanation.

55 It is not easy to manage the teaching of one class in two suites. This would not be possible without the very good support of effective teaching assistants. Teachers share planning with support assistants and they change groups during lessons if the teacher needs to develop particular skills in certain pupils. All teaching assistants were included in the nationally funded training for ICT and their support and guidance plays a significant part in the progress pupils make. They have very good relationships with pupils; demonstrate a calm but confident approach to supporting this work and play an important part in the development of ICT throughout school. One teaching assistant has the responsibility of 'trouble shooter' if problems arise with equipment in the two suites and also supports teaching very well in one of the suites each afternoon.

56 Subject leadership and management are very good. The subject leader has very good subject knowledge and, in his first year with this responsibility, has a very clear vision of how to improve the subject further. A new scheme as well as the nationally recommended scheme is being trialled and these will be amalgamated into one scheme by September 2005. A published scheme of work called "Schemes for Life" is used in school as the basis for teachers' planning and this encourages pupils' self assessment starting from Year 1. The focus on the progressive development of basic skills has raised standards well by Year 2. Considerable money has been spent improving software to support the teaching of literacy and mathematics and these are now good. The school is aware that more software is needed to improve the provision for science and that limited work is possible for control and monitoring as the resources are not yet available. A new large suite, to replace the present two suites, is expected to be ready for the start of the next academic year and this will greatly improve whole class teaching in the subject. Additional interactive whiteboards are ordered and each class will have a laptop computer. The great enthusiasm of the subject leader and the good improvement to resources will see ICT move forward rapidly in the coming months.

Information and communication technology across the curriculum

57 The school is developing effectively the use of the Internet and ICT across the curriculum, but it is not yet routinely included in planning across other subjects. However, during the inspection, ICT was used well in a Year 5 lesson where pupils used a digital sensor to record temperature changes and watch these changes on the interactive whiteboard. ICT supports aspects of literacy well. In Year 1, pupils used word processing skills well as they sequenced everyday events while Year 2 pupils drafted a report about a recent visit to Bishop Burton. In both these classes there are good links with art and design, such as using a paint program well to create seashore pictures and patterns in the style of the artist Mondrian. Older pupils use the Internet confidently to find information in history and geography lessons. They present their findings using very attractive multi media presentations that include animation, pictures and sound. However, such opportunities tend to rely upon the expertise of the class teacher rather than as a result of systematic planning.

HUMANITIES

58 Due to the timetable arrangements and the focus of the inspection, provision in **history** and **geography** was sampled by looking at pupils' work and observing four lessons, two each in history and geography. The quality of teaching in all lessons was good. Pupils' work and school documentation show that pupils study a balanced range of topics that provides them with opportunities to develop the full range of skills, knowledge and understanding. Both subjects make a good contribution to pupils' knowledge of their local traditions and history. For example, the school makes appropriate use of the local

area and local visits to places such as Bishop Burton to give pupils practical experiences. In pupils' books, there are good examples of where they have used their literacy and numeracy skills to research specific topics and to present their findings from geographical investigations such as traffic surveys in graph form. However, not enough use is made of the subjects to promote pupils' ICT skills to express their ideas and imagination and to handle data through graphs and charts.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils develop secure understanding of the key principles underpinning major world faiths.
- Teachers do not always ensure pupils have opportunities to make links between religious ideas and how these affect every day life.
- Teachers use resources well so pupils' learning is secure.
- The subject leader supports teaching well.

Commentary

59 Teaching is satisfactory overall, although a few lessons seen were good. The work seen in pupils' books indicates that coverage of the curriculum, in line with the Local Education Authority's Agreed Syllabus, has enabled pupils to achieve the expected standards. Pupils in Year 6 have good knowledge about Judaism and Christianity. From their written work there is good evidence that pupils have had the opportunity to give expression to their own inner thoughts and feelings because much of the work is individually written. Pupils are encouraged to consider the range of qualities needed for their journey of life. They compare school rules and religious rules with the Ten Commandments. This indicates that pupils are being given opportunities to discover the true meaning behind religions, as well as facts. Pupils in Years 4 and 5 learn about major faiths, their leaders, founders and belief prayers, although opportunities are not always taken to promote pupils' understanding how having a strong faith affects peoples' everyday lives and their relationships with others. In Year 5, they make clear comparisons with the life of Saint Paul and the life of Mohammed. In Year 2, they have a good understanding of the main events in the life of Jesus. They discuss and record how it must feel to be lost, as Jesus was when he was a young boy.

60 Teachers use resources well to ensure pupils have good first-hand experiences. For example, in a good lesson in Year 6 the teacher used an interesting video to encourage pupils to identify symbols and artefacts during part of the Catholic mass, and the Muslim call to prayer. Pupils concentrated well and made accurate notes as they watched. The enjoyable visit by the local deacon offered pupils in Year 2 good chances to make comparisons between his life and their own lives. A visitor to Year 3 talked about her journey to the Holy Land and illustrated this well with many postcards. The school occasionally plans visits to local places of worship, including the Catholic and Methodist churches. However, pupils have fewer opportunities to have similar first-hand experiences linked to other faiths.

61 Leadership is satisfactory and management of the subject is good. The subject leader is knowledgeable and has ensured that resources are sufficient to support the work of the teachers. She has had recent opportunities to monitor pupils' work and to observe

some teaching. In response to the findings, she has written an action plan and is currently reviewing the way the subject is assessed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62 **Art and design** was sampled by looking at displays, sketchbooks, scrutiny of work and two lessons. It is evident from work seen that pupils have good opportunities to develop and improve their skills as they move through the school. Pupils learn to use a good range of techniques, media and materials in their work. They learn to mix paints, draw and sketch, weave fabrics and use materials for collage work. Pupils of above average ability in Year 6 used perspective well when sketching images of street life. Pupils in Year 1 produced detailed drawings using hatching and shading techniques when drawing flowers. In Year 3, pupils benefited from working with an artist who taught them how to work with clay. In a good lesson in Year 5 pupils worked in groups to create a visual story. They used an extensive range of media including tissue, ink, wax and oils. Pupils show pride in their work and thoroughly enjoy the subject. The subject leader is knowledgeable and proactive in ensuring that teachers are well supported to deliver the curriculum. She has observed teaching and has recently introduced schemes of work to assist non-specialist colleagues with their planning. She is aware that assessments need to be more regular and more focused.

63 **Design and technology** was sampled by looking at displays and pupils' work. In Years 1 and 2, pupils learn several different ways of making hinges for drawbridges and winding mechanisms for Incy Wincy Spider. Older pupils develop their skills by making moving monsters using simple pneumatics. In Year 5, they design toys for infant pupils using a cam mechanism. Teachers use the subject to develop pupils' literacy and numeracy skills well. For example, in Year 6 pupils investigated various types of biscuits, considered safety and hygiene and wrote clear, easy to follow recipes. They used their mathematical knowledge to make a cuboid net to design and make packaging for the biscuits. The subject leader is new in post. He has observed teaching and has developed a relevant action plan to support teaching and learning.

64 **Music** was sampled, with only one lesson being observed. The subject leader has recently introduced a different scheme of work to help non-specialists teach the subject and to ensure that pupils' skills and understanding develop progressively in each strand of the subject. However, she is aware of the need to develop resources further, particularly in the use of ICT and examples of multi-cultural music. The curriculum is exceptionally enriched by the school choir and specialist teachers who provide instrumental lessons for a small number of pupils in Years 3 to 6. The choir led by a support member of staff aided by the local minister is of outstanding quality. Pupils were enthusiastic, well led and their knowledge was good as they understood terms such as arpeggio and octave. The choir has an excellent reputation within the community and beyond having received distinctions in festivals, recorded CDs and performed with professionals at the local theatre.

65 In **physical education** the school follows national guidelines to ensure there is a good balance of physical activities undertaken. Pupils are keenly interested in all aspects of sport and the girls' football team reached the semi finals of the city challenge. Appreciation for their efforts was clearly seen in the whole school assembly. In addition, there is a very good range of extra-curricular sporting activities for both boys and girls that make a significant impact on the life and ethos of the school. These include strong links with Leeds United and Hull City football clubs and both rugby league and rugby union clubs. A significant amount of coaching takes place, both during school time and after school in

tennis, hockey, football and basketball. Recently ten teams were involved in a local football competition on the same day.

66 The enthusiasm in the school for physical education and sports in general is evident when talking to the subject leaders and pupils. The present subject leader has a very good background in sport and this impacts well on the progress pupils make. A new leader takes over in September and she has shadowed the current leader for the past year. Both appreciate the willingness of staff to support sport both after school and at weekends. Discussion with pupils revealed a strong enthusiasm for this aspect of the curriculum. Eight pupils are in the youth academy with Hull City football club and others are working with Leeds United. In the one lesson seen in Year 3, pupils showed good skills when dribbling, using a hockey stick skillfully and controlling balls well. They demonstrated good ideas when developing their own obstacle race using a range of skills developed well in class and with professional coaches. The school is part of the School Partnership with the local secondary school and a group of primary schools. This means they receive additional funding, staff training and resources. They have received the FA Charter Mark for outstanding football coaching and training.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

67 Provision in **PSHE and citizenship** was sampled because there were very few lessons in this aspect of the school's curriculum being taught during the inspection period. However, discussions with pupils and staff show that the school places a very good emphasis on developing pupils' personal skills and has a comprehensive programme in place to develop this aspect of pupils' learning. All classes have weekly lessons, much of which is discussion-based, which helps pupils develop their speaking skills. Sex and relationships and drugs education is included in the programme and external agencies are involved where appropriate to help class teacher's tackle difficult or personal issues. As a result, as pupils move through the school, they develop their personal skills and learn their responsibilities to each other, the school and their local community.

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	3
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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).