

INSPECTION REPORT

BACON GARTH PRIMARY SCHOOL

Cottingham

LEA area: East Riding of Yorkshire

Unique reference number: 117875

Headteacher: Mr D Clark

Lead inspector: Mr R A Robinson

Dates of inspection: 17th – 19th January 2005

Inspection number: 266677

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	140
School address:	The Garth Cottingham East Riding of Yorkshire
Postcode:	HU16 5BP
Telephone number:	01482 849521
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Tony Briggs
Date of previous inspection:	8 February 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average-sized primary school with a nursery. The nursery provides education for children throughout Cottingham, and many leave to join reception classes at their local schools. The attainment on entry to the nursery is broad though, overall, about average. No full-time pupils are at an early stage of learning English as an additional language. Nearly all pupils are of white ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is about twenty per cent, which is about average. The school serves a socially and economically disadvantaged area. 27 pupils (19.4 per cent) are on the list of special educational needs, which is about average. Five pupils have statements of special educational needs, which is above average. Most of the pupils receiving additional help have speech and communication or moderate learning difficulties or social, emotional and behavioural difficulties. The number of pupils joining or leaving the school other than at the usual times is high. The school gained a School Achievement Award in 2000, Basic Skills Quality Mark in 2001, Investors in People Award in 2002 and Heartbeat Award in 2004. It is involved in the Leadership Development Strategy in Primary Schools. During the academic year 2003/4, the school experienced staffing difficulties due to a significant change of staffing. The headteacher has been in post since September 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9981	Saleem Hussain	Lay inspector	
25431	Lesley Clark	Team inspector	English English as an additional language Art and design Design and technology Music Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. Standards in Year 6 are above average and pupils achieve well. The quality of teaching is good, overall. The climate for learning is very well established and, as a result, pupils' behaviour and attitudes to school are very good. The leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are as follows:

- The leadership and management of the headteacher and the governing body are good.
- Standards in Year 6 are above average in English, mathematics, religious education and science because of good teaching in Years 3 to 5 and very good teaching in Year 6.
- Children are given a good start to their education in the nursery.
- The outdoor areas are not used sufficiently well in the nursery and reception to promote children's further development in all the areas of learning.
- In Years 1 and 2, teachers' lesson plans do not take account of pupils' prior attainment sufficiently well and so their learning slows; pupils are not provided with sufficient information as to how well they have done.
- The partnership with parents is very good.

Improvement since the last inspection in February 1999 is satisfactory. Standards in Year 6 have improved in English, information and communication technology and religious education. The proportion of very good teaching has improved significantly; however, a small proportion of teaching remains unsatisfactory. Links between the nursery and reception have been improved. The curriculum for children in the reception is now more relevant and practical.

STANDARDS ACHIEVED

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

Note: caution must be taken when comparing year-on-year results because of differences in the composition of year groups in a small school.

Achievement is good, overall, including that of pupils with special educational needs. Children in the Foundation Stage achieve well and standards by the end of the reception year are likely to be average in personal, social and emotional development though below average in communication, language and literacy and in mathematical development. Pupils' achievement in Years 1 and 2 is satisfactory. Standards by the end of Year 2 are below average in reading, writing, mathematics and science, and average in information and communication technology and religious education. In the

2004 national tests at the end of Year 2, standards were above average in reading and writing and were average in mathematics. In Years 3 to 6, pupils' achievement is good and standards in Year 6 are above average in English, mathematics, religious education and science, and are average in information and communication technology. No judgements on standards could be made in other subjects or areas of learning. The achievement of boys is similar to that of girls. The school is on course to exceed its targets in English and mathematics by the end of Year 6 in 2005 because of very good teaching in Year 6.

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

QUALITY OF EDUCATION

The quality of education provided by the school is good and leads to pupils' good achievement.

The quality of teaching and learning is good, overall. Most teaching is good or better although there is a small proportion of unsatisfactory teaching in Years 1 and 2. Teaching and learning are good in the Foundation Stage, satisfactory in Years 1 and 2 and good in Years 3 to 6 with particular strengths in the teaching in the nursery and Year 6. The teaching of English, mathematics, science and religious education is good in Years 3 to 6 and satisfactory in Years 1 to 2. The teaching of information and communication technology is good throughout the school. No judgements were made on the teaching of other subjects. Weaknesses in teaching in Years 1 and 2 relate mainly to lack of detail in teachers' daily lesson planning, which does not take sufficient account of pupils' previous learning. Skills in literacy, numeracy and information and communication technology are developed and used satisfactorily in other subjects. The curriculum is good, on balance: it is satisfactory in the nursery and reception and in Years 1 and 2, and good in Years 3 to 6. The curriculum is enriched well through outside visits and visitors to school and additional learning opportunities, such as through the teaching of French. The accommodation and resources are good. Insufficient opportunities are provided for children in the nursery and reception classes to extend their learning in an outdoor environment. The assessment and recording of pupils' progress are satisfactory, overall: the use of the information and the marking of pupils' work are good in Years 3 to 6 but unsatisfactory in Years 1 and 2. Arrangements for ensuring pupils' care, welfare and health and safety are good. The school provides pupils with good support, advice and guidance and involves them well in its work and development. The partnership with parents is very good, and links with the community and other schools are well established.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The new headteacher's infectious enthusiasm is ensuring a rapid rate of change; much has been done in a short time to positive effect. The overall management, including that of subject leaders, is satisfactory. Governance is good: governors back fully the many recent initiatives. The school complies with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the education the school provides for their children. Pupils are very positive about the school. Neither parents nor pupils have any significant concerns.

IMPROVEMENTS NEEDED

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

- Provide more opportunities for children in the nursery and reception to develop further their learning outdoors in all areas of the curriculum.
- Ensure in Years 1 and 2 that lessons are planned to match pupils' prior attainment more closely and that pupils have a better understanding of how well they are doing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is good. Standards are above average in Year 6 though below average in Year 2.

Main strengths and weaknesses

- Children in the nursery and reception achieve well and are likely to reach expected standards in personal, social and emotional development by the time they enter Year 1, although below average expected standards in communication, language and literacy and in mathematical development.
- Pupils' achievement in Years 3 to 6 is good and standards are above average in English, mathematics, religious education and science.
- Pupils, including those with learning difficulties, make good progress over time.
- Targets set for pupils to achieve by the end of Year 6 are likely to be exceeded.

Commentary

1. The attainment on entry of the small number of children who attend the nursery and then join the reception at this school varies considerably from year to year but is, generally, below average. The children achieve well and by the end of the reception year standards this year are likely to be average in personal, social and emotional development but below average in communication language and literacy and in mathematical development. No judgements were made in other areas of learning as too few lessons were seen. Analysis of the end of Foundation Stage profile results shows that at the end of reception in 2004, standards were close to average in comparison to all schools in the local education authority in personal, social and emotional development, communication, language and literacy but below average in mathematical development, knowledge and understanding of the world, physical development and creative development. In 2003 the results at the end of reception (the present Year 2) showed standards to be below average in all areas of learning.

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

Standards in:	School results	National results
reading	16.9 (16.8)	15.8 (15.7)
writing	15.3 (15.1)	14.6 (14.6)
mathematics	16.1 (16.8)	16.2 (16.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

2. In the 2004 national tests at the end of Year 2, standards were above average in reading and writing and average in mathematics. Year-to-year comparisons are unreliable because of the small numbers of pupils in each year group. Standards of the present groups of pupils in Year 2 are below average in English, mathematics and science and average in information and communication technology and religious education. Pupils' achievement, however, is satisfactory relative to their below average level of attainment on entry to Year 1.

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

Standards in:	School results	National results
English	25.7 (24.5)	26.9 (26.8)
mathematics	27.2 (23.5)	27.0 (26.8)
science	28.6 (27.7)	28.6 (28.6)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. Until 2004 there was a downward trend, since the last inspection, in standards at the end of Year 6 with a tremendous dip in 2003. The leadership of the school identified the causes for the poor results in 2003 and took action to address the situation. High pupil mobility and staffing difficulties have adversely affected standards over time. The sharp upturn in the results in the 2004 national tests and the above average standards of the current Year 6 group of pupils in English, mathematics, religious education and science reflect the success of the leadership's initiatives and the improvements in teaching. Improvement since the last inspection in standards by the end of Year 6 has been satisfactory, overall.
4. Pupils' achievement is good in relation to their starting points. Pupils with learning difficulties make good progress because of the good assistance they receive from all members of staff and the inclusive ethos of the school. Higher attainers are challenged well by the teaching in Years 3 to 6. No differences were seen between the achievement of boys and girls. The school's statutory targets set for the proportion of pupils to reach the level expected of their age and above by the end of Year 6 are likely to be exceeded in English and mathematics because of the high quality of teaching in Year 6 and pupils' very good attitudes to learning and their very good behaviour.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Spiritual, moral, social and cultural development is very good overall. Attendance and punctuality are good. The school has made good improvements in attitudes, behaviour and aspects of personal development since the last inspection.

Main strengths and weaknesses

- Attendance has improved recently.
- Very good attitudes and behaviour contribute to the school ethos.
- Pupils form very good relationships with their peers.
- Moral development is very good and many chances exist to consider important issues.
- Social development is very good because of the opportunities for pupils to take responsibility.

Commentary

5. Attendance is promoted well. Pupils value the certificates given for good and improving attendance. There is also a healthy spirit of competition for the attendance cup for the best

class each week. The school works effectively with the educational welfare service to support families when there are difficulties. Attendance has increased considerably in the autumn term (2004) and is now above average. There is hardly any unexplained absence.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.2
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.

6. Pupils show very high levels of interest and enthusiasm in their work. They concentrate very well and take pride in their achievements. Learning is good because pupils develop very positive learning habits. Children in the Foundation Stage are likely to reach the goals set for them in personal, social and emotional development.

7. Behaviour is very good in the classroom, in assembly, in the dining hall and in the playground. All pupils are aware of the school rules and there are very high expectations regarding conduct. Certificates, stickers and letters home are very effective in promoting good behaviour. Discussions with pupils suggest that there is hardly any bullying but, when it occurs, it is dealt with quickly and effectively. There were no incidents of exclusion in the last school year.

8. The school promotes good relationships, including racial harmony, very well. Consequently, pupils play and work together very well. An excellent example of co-operation was seen during a Year 5/6 physical education lesson. All pupils, including several with special educational needs, worked in pairs very effectively as they performed complicated gymnastic sequences in the hall. Spiritual development is good. Opportunities in assembly and in subjects such as science and history allow pupils to marvel at the world around them and often to reflect on the human spirit and how people struggle against adversity. Pupils have strong feelings for the international community; this is evident in what they say about the tragic loss of life in the recent tsunami. Pupils have a very good sense of right and wrong. There are many chances for them to consider school and world issues in a moral context; for example, through drama they consider issues such as bullying. They often hold debates in class and have very strong views about football hooliganism, drugs and human and animal rights.

9. Pupils accept responsibility very well and know that they have an important role to play in the community. Members of the school council take their roles very seriously. Older pupils often help younger ones; for instance, by acting as 'buddies' in lessons or at playtime.

10. Pupils' cultural development is good because they have many opportunities to learn about their own culture through the curriculum. They also learn much about different cultures, particularly through religious education. They show respect for the traditions, values and beliefs of others.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and pupils' learning is good. The curriculum is good and enriched well. Standards of care, welfare and safety are good.

The partnership with parents is very good and there are good links with the community and other schools.

Teaching and learning

The quality of teaching and learning is good overall; it is good in the Foundation Stage and in Years 3 to 6 and satisfactory in Years 1 and 2. The assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- The quality of teaching and learning is good, overall, but there is a small proportion of unsatisfactory teaching.
- Teaching in the nursery and Year 6 is very good.
- Insufficient opportunities are provided for children in the nursery and reception classes to extend their learning in an outdoor environment.
- Systems to check and record pupils' progress are in place but the information is not used well enough in teachers' lesson plans in Years 1 and 2 to help speed up pupils' progress.

Commentary

11. The quality of teaching and learning has improved since the last inspection. The proportion of very good teaching has increased significantly although there still remains a small proportion of unsatisfactory teaching in Years 1 and 2. The recent weaknesses in Years 1 and 2, due to unavoidable staffing changes, have been identified by the headteacher and appropriate support has been provided to assist teaching and learning.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	14 (40%)	8 (22%)	10 (29%)	2 (6%)	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.

12. The quality of teaching and learning is good in the Foundation Stage and in Years 3 to 6 and is satisfactory in Years 1 and 2. On balance, teachers relate well to pupils and have high expectations of work and behaviour; as a consequence, pupils behave very well and have very good attitudes to learning. Pupils work hard, including when working in small groups or independently. Teaching assistants are used well and provide good help for pupils with special educational needs, who are thus able to take a full part in lessons alongside other pupils. In Years 1 and 2, lesson plans do not provide sufficient detail and challenge for pupils of different levels of attainment and the pace of lessons is leisurely, which results in pupils making no better than satisfactory progress in their learning.
13. In Year 6, the quality of teaching observed was consistently of a high standard; for example, in an excellent lesson the very fast pace of the introduction captured pupils' interest extremely well. The teaching was explained clearly and was very well organised. Time was given for pupils to reflect on the marking of previous work. Teaching assistants worked quietly and very effectively to explain further work to pupils

with special educational needs to enable them to participate confidently. Pupils at all levels of attainment were industrious and keen to succeed and behaviour was exemplary. Relationships between staff and pupils were very good and pupils listened and appreciated the help given. The success of individuals, including those with learning difficulties, was celebrated. The marking of work during the lesson was of a high standard.

14. In the nursery, the teaching and learning are very good. Ample resources are used very well to develop imaginative play, creativity and independence. Members of staff establish very clear routines and expectations of high levels of concentration and very good behaviour. A relative weakness in the teaching in the nursery and also in the reception is that the outdoor area is not used routinely throughout the day to extend the learning taking place indoors. Specific times are planned for the use of the outdoor area but the main focus of this teaching relates to physical development.
15. Satisfactory systems are in place to gather and record information about pupils' progress in the Foundation Stage and in Years 1 and 2; however, the use of the information to direct planning for individuals and groups of pupils in Years 1 and 2 is unsatisfactory. The marking of pupils' work in Years 1 and 2 is variable and, generally, does not show pupils how well they have done and how they can improve. In contrast, procedures for assessment and the marking of pupils' work are good in Years 3 to 6, which assists pupils' good achievement and interest in their learning.

The curriculum

The school's curriculum is good overall, and is enriched well. Resources and accommodation are good.

Main strengths and weaknesses

- The school provides a broad and varied curriculum.
- The accommodation, resources and curriculum for information and communication technology have been improved significantly.
- The curriculum is enriched effectively by 'Enrichment Weeks' in the arts and whole-school investigations in selected subjects.
- Teaching assistants are used effectively to support pupils' learning in a variety of contexts.
- The school provides well for pupils with special educational needs.

Commentary

16. The school has maintained all the features of the curriculum that were identified as good at the time of the previous inspection, whilst also maintaining above average standards in most subjects. This ensures that, for most pupils, the school continues to meet its aim of providing a broadly based and challenging curriculum; however, despite revised planning, which now ensures teachers plan for three levels of difficulty, tasks planned and set for the most capable pupils in Years 1 and 2 are not always sufficiently demanding, which holds back their achievement. While this aspect has not improved sufficiently since the previous inspection, in other ways the curriculum has been improved. 'Enrichment Weeks', when there are whole-school focuses on the arts and the environment with visits and specialist visitors, now complement the curriculum. This linking of subjects motivates the pupils and adds to the strong teaching and learning ethos that pervades the school.

17. Provision for information and communication technology has been significantly strengthened by the recent installation and subsequent updating of a computer suite. This has given the pupils access to good quality, well-focused teaching of information and communication technology skills, enabling pupils to make good progress.
18. Parents value the variety of activities offered because they believe they result in interested children who want to learn. The range of extra-curricular clubs has been extended to include French and information and communication technology clubs, a choir and football clubs. In addition, specialist providers, such as sports coaches, theatre groups and other outside speakers, are used effectively to enhance the curriculum with their expertise.
19. Provision for pupils with special educational needs is good. The quality of provision is an improvement on that reported at the time of the last inspection because of teachers' more effective use of teaching assistants. A study of pupils' individual education plans and discussions with the special educational needs co-ordinator and teaching assistants indicate that pupils are provided for well and make good progress towards meeting their individual learning targets. Pupils are generally confident and show enthusiasm for learning. There were many opportunities in lessons for pupils to work independently or in groups with additional effective help from teaching assistants. This resulted in pupils experiencing success, achievement and therefore raised self-esteem.
20. The school curriculum reflects a positive approach to inclusion. This is apparent in the way that pupils with special educational needs are taught and supported. Inclusion is also clear from teachers' attitudes within class; for example, every pupil is given a fair opportunity to participate and succeed. The withdrawal work provided for pupils experiencing learning difficulties is good, providing them with a quiet area and relevant and enjoyable challenging activities.
21. There is sense of joint purpose that binds all staff and is a key factor in the school's success. The improvements made to the building are extensive and enhance some other areas. Although there is a designated outside area for purposeful play this area is not used effectively to promote learning in all areas of the Foundation Stage curriculum. This diminishes the opportunities for children's all-round development.

Care, guidance and support

The school makes good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance and involves them well in aspects of its development.

Main strengths and weaknesses

- Pupils are introduced to school life very well.
- Pupils feel cared for because of the good arrangements to ensure health and safety.
- Very good relationships between pupils and adults support the family ethos positively.
- Pupils feel valued because their views are taken seriously.

Commentary

22. New children to the school are gradually and sensitively inducted. There is a very effective program to transfer pupils from nursery to reception; for instance, nursery

children join in both school assemblies and lessons with reception children and this gave them much confidence before they move. The above average numbers of pupils transferring from other schools are inducted very well too; for example, they are allocated a 'buddy' to help them settle in. These factors represent good improvement since the last inspection.

23. Arrangements for child protection are good. The designated officer is well trained. General health and safety risk assessments are undertaken as required. Arrangements for first aid and fire procedures are very good. Several members of the community help to promote health and safety; for example, the school nurse gives talks to pupils about healthy living, and the local authority provides safe cycling training for older pupils. The school has maintained these areas of its work since the last inspection.
24. Staff know pupils well and give good support, advice and guidance to all pupils. Informal staff meetings are held each week to discuss the learning of individual pupils and this helps to address any problems. Outside agencies are involved well in supporting learning; for example, specialist music teachers attend the school regularly. Support for special educational needs is also provided; for example, a specialist teacher works with pupils in school each week.
25. The school has a very positive family ethos, underpinned by very good, trusting relationships between pupils and staff. This gives pupils confidence in raising any concerns or worries they may have; for instance, about bullying.
26. There are many opportunities for pupils to make their views known to staff and become involved in the school. The school council provides good opportunities for pupils to develop citizenship skills; for instance, the council manages a budget and members gain valuable experience in decision-making. It is pleasing to see how many positive changes have arisen through the council; for instance, regarding lunchtime arrangements.

Partnership with parents, other schools and the community

The school has a very good partnership with parents and good links with other schools and the wider community.

Main strengths and weaknesses

- Parents have very good opportunities to express their views to the school.
- Parents make a very good contribution to learning at school and at home.
- Good links with the community help to enrich the curriculum.
- Good links with secondary schools prepare pupils well for the next stage of their education.

Commentary

27. The school has made good improvement to parental links since the last inspection. It welcomes parents as partners in the education of their children. The new headteacher and staff are very approachable and they are always pleased to discuss any concerns. A questionnaire is sent to parents each year and this helps to identify issues: for example, the school has shortened the lunch period recently, following consultation with parents.

28. Parents are well informed about the school through a detailed school prospectus and a brochure for the nursery. Newsletters are sent home regularly and they include much information about forthcoming work in the curriculum. Parents receive good advice about how they can help with their children's learning at home. Annual reports provide a helpful pen picture of how well pupils are doing and include future learning targets; however, a few sometimes fail to use plain English.
29. The parents, teachers and friends association supports the school well by organising many social and fundraising events. The group recently made a significant contribution towards additional resources. Many parent helpers also give their time generously to the school; for example, a high number attended the literacy workshop during the inspection and made a very good contribution, listening to reading and helping their children with many learning activities. Parents support their children's learning at home very well by helping as much as they can with homework.
30. A good link with the adult education service ensures that many parents can take advantage of courses in school, such as 'family French' and 'keeping up with the children'. Further links include the construction industry training board (projects with pupils) the local hospital (choir singing) and a local church. Although there are a few school trips on offer, pupils are disappointed and want more. The school puts much back into the community; for instance, it often raises funds for charities and good causes. Also, several clubs make use of the accommodation after school.
31. Good links with local secondary schools make pupils' transition into Year 7 easier. In addition, locally agreed transition projects in numeracy, literacy and science are helpful for pupils. Good links with other primary schools mean that educational training courses for staff are often shared.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall; the headteacher provides very clear educational direction, and overall management, including that of subject leaders, is satisfactory. Governance is good.

Main strengths and weaknesses

- The new headteacher has a very strong sense of purpose and high aspirations for the school which are driving forward changes at a fast rate.
- The roles of subject leaders have developed considerably in the past few months though monitoring of teaching and learning is underdeveloped.
- There are weaknesses in the leadership and management of the Foundation Stage because the reception year is not included in the overall strategic planning for this stage.
- Financial management is good.

Commentary

32. In four months, the headteacher has demonstrated his commitment to raising standards and made clear his vision for the school. Very recent decisions have now assured the school's future and planned developments support the headteacher's proposals. From a period of uncertainty and instability which affected staffing and pupil

numbers, the school is beginning to pick up as the headteacher builds on the strengths of the previous leadership. The school roll is beginning to increase as the rate of improvement accelerates under the enthusiastic guidance of the headteacher. One of the most important and immediately effective changes was altering the school day to give a better balance of subjects to pupils and so use the available time more efficiently, giving due emphasis to literacy and numeracy but also to a fair spread of creative and practical subjects. This has had immediate impact on teaching and learning in Years 3 to 6, which is much better than it was at the time of the last inspection, and has given a much more varied day to younger pupils. Standards are above average in Year 6 as a result.

33. Residual staffing problems in the Year 1/2 class have been tackled sensibly with additional classroom support as well as the headteacher working alongside the part-time inexperienced teacher. In one term, much has been tackled and the next planned step is more formal monitoring of teaching and learning, as a follow-up to that done by the local education authority advisers at the headteacher's request. At the same time, subject leaders have also received training as to how to manage their subjects more effectively. The headteacher's enthusiasm and drive is clearly infectious and a great deal has been accomplished in a short time. The leadership and management of co-ordinators are now satisfactory and they are swiftly developing an overview of their subjects through scrutinising pupils' work and preparing action plans. Subject leaders now have clearly defined roles which include principal responsibility for the development and review of the school's curriculum development plans. The leadership and management of pupils with special educational needs are good and are reflected in the good progress these pupils make throughout the school.
34. The strategic planning is of a high standard and the school improvement plan is very informative and is written with clear points as to how aims and targets will be achieved. Progress notes show that this is a working document linked to improving standards. The short timescale reflects the impatience of the new headteacher to get things moving. Many changes have taken place since September in developing the learning environments throughout the school and the school has a real buzz about it, reflected in the enthusiasm for learning and very good behaviour of the pupils. A weakness in the development planning is the very limited emphasis on the Foundation Stage, although there is now clear evidence of good leadership and management of the nursery, which has tended to operate as a separate entity until recently. The documentation and recent practice indicate that the school is innovative; for example, in its curricular provision for design and technology and increased focus on information and communication technology. Currently, members of staff are receiving training on how to use interactive whiteboards to sharpen teaching points.
35. The school was faced with closure at a time when the last headteacher retired. The governors fought for the survival of the school, supported strongly by the parents. This led to a stronger governing body, which successfully proved that the school serves the needs of the local community. It fulfils its roles and responsibilities well and is well aware of the strengths and weaknesses of the school. Through a system of committees, governors monitor pupils' progress and standards and the school's finances and accommodation. They challenge constructively the school's plans and decisions, and play a full part in the development and implementation of improvement plans. Governors keep in touch with what is going on, not just through reports from the headteacher but through regular visits to school where they work alongside teachers and support staff as volunteers.

36. The headteacher, governors and senior administrative officer work very well together to ensure that the school's finances are well managed and that good value for money underpins all projects and purchases. Spending decisions focus on standards and meeting pupils' needs, as in the recent purchases of information and communication technology equipment. The apparently large budget surplus has been allocated to cover staffing and it is anticipated that this amount will be used up quickly as a result of the fall in pupil numbers.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	492,961
Total expenditure	473,719
Expenditure per pupil	2,942

Balances (£)	
Balance from previous year	63,281
Balance carried forward to the next	82,523

37. The principal aid to the school's future development is the commitment of all the staff, governors and parents to working together for the success of the school under the principled and energetic leadership of the headteacher. The principal barriers are the difficulties imposed by long-term staff sickness and temporary staffing arrangements, which in a small school such as this have a disproportionately high impact.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Most children in the nursery attend either mornings or afternoons from the age of three and the nursery serves the whole of Cottingham. Only a minority of the children who attend the nursery transfer to the reception as most children move to their local schools. Most of the lower attainers join the reception because of the school's reputation for helping children with special educational needs. Attainment on entry to the reception varies from year to year though is generally below average.
39. The quality of teaching and learning is good, overall. In the lessons seen, teaching and learning in the nursery were usually very good and in the reception they varied from satisfactory to very good. Improvement since the last inspection is satisfactory. The curriculum and the links between the nursery and reception have improved since the last inspection; however, a weakness in both the nursery and reception is the limited opportunities planned to extend children's learning in all areas of the curriculum in the outdoor areas.
40. The leadership of the Foundation Stage is satisfactory, in practice, but it is fragmented. There is a nursery co-ordinator but no co-ordinator for the reception. A senior teacher oversees Years 1 and 2 as well as the reception. An appropriate action plan is in place for the nursery but there is neither an action plan for the reception nor one which covers the whole of the Foundation Stage.
41. Too few lessons could be seen to make secure judgements on standards in knowledge and understanding of the world, physical development or creative development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well in the nursery and reception.
- Children settle very well in the Foundation Stage and form very good relationships, both with one another and the staff.
- Interesting activities help children to make very good progress in their learning.

Commentary

42. By the end of the reception year, children are likely to reach average standards because the quality of teaching is very good in both the nursery and reception. In the nursery most children enter school confidently with their parents and quickly become engrossed in a wide range of interesting activities. The very few children who are upset on entry are looked after very well by members of staff and soon become interested in working alongside the other children. The children work well together and with the staff and discuss their learning willingly; for example, one pupil was keen to tell others that

the spider he had made had eight legs. Children with special educational needs are provided with effective help and take a full part in lessons.

43. The teaching is very well planned; for example, in a very good lesson in the reception, children sat in a circle and took turns to discuss friendship. They listened very well to others and ensured that all had the opportunity to express their feelings. Speaking and listening skills were developed well and all pupils were confident to speak out within the group. The behaviour of the children was very good and they maintained concentration for a considerable length of time. Teachers in both the nursery and reception expect pupils to say 'please' and 'thank you.'

COMMUNICATION, LANGUAGE AND LITERACY

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

- Children's achievement is good, although standards are likely to be below expectations by the end of the reception year.
- Reading and writing skills are developed well.

Commentary

44. Children achieve well relative to their starting point on entry to the nursery. The quality of teaching is good; however, standards by the end of the reception year are likely to be below average because of the proportion of lower attainers in the reception class.
45. Reading and writing skills are taught well in both the nursery and reception; for example, children in the nursery worked hard to recognise the letter 'p' and its sound at the start of different words. The teaching moved at a brisk pace and captured children's interest through the effective use of resources, such as a pear, purple crepe paper, and the singing of a song to consolidate the learning.
46. In the reception, higher attainers can read simple words such as 'look' and 'say' and know the initial sounds of unfamiliar words. Lower attainers recognise a few words and talk about the pictures in books. Most children can write their names, and higher attainers take care to form the shapes of letters, use capital and lower case letters appropriately and spell their names correctly. Lower attainers make attempts at writing recognisable letters to represent their names. In a good lesson in the reception, parents were actively involved in their children's learning. Because of the high numbers of adults in the lesson, children had plenty of practice in consolidating known sounds and learning new words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well, overall, but are unlikely to reach expected standards by the end of reception.
- Too few opportunities are planned to extend learning outdoors.

Commentary

47. Children's attainment is likely to be below the expected standard by the time they start Year 1. The quality of teaching is good, overall and children achieve well, relative to their attainment on entry to the nursery. In the nursery, the quality of teaching is very good. The children have plenty of practical experiences indoors though few outdoors; for example, children balanced flour against the weight of two eggs; they used the till in the role-play greengrocers; some children constructed models using plastic shapes and sorted cars according to colour. No similar outdoor activities were seen; however, photographic evidence showed children measuring the distance they had jumped in the outdoor area.
48. In the reception the quality of teaching is satisfactory. Higher attainers can read and write numbers up to ten and add and subtract using plastic blocks. Most children can recognise numerals from zero to ten. Lower attainers have difficulty forming numbers correctly though recognise coins up to £1. In a satisfactory lesson, children matched the coins to items costing up to 10p and gauged the distance a programmable toy would move to reach a coin. The activities were explained well but the pace of teaching lacked urgency. Teachers' lesson plans do not identify the use of outdoors to extend children's mathematical development.
49. In **knowledge and understanding of the world**, children are given opportunities to explore living things, such as a hyacinth. They watched the changes of a caterpillar into a butterfly. They observed a baby and how the baby was washed by its mother and then extended their learning in a role-play baby nursery. They learned about the Chinese New Year and studied artefacts relating to the celebration.
50. In a good lesson in the reception, children achieved well because the teacher captivated children's interest to investigate different sources of sound through well-planned practical experiences. The teaching assistant was used well to work with a group of children on a listening centre to play a game which helped them to link sounds to pictures. On the computer children selected a sound and then matched it to an instrument. Children with special educational needs were helped well by the teaching assistant to take a full part in the lesson.
51. In **physical development**, children in the nursery have opportunities to play outdoors using a good range of climbing equipment and wheeled vehicles. Through working on apparatus, such as traversing a deck above floor level and riding cycles, children develop their skills appropriately; however, the learning outdoors is insufficiently planned to move learning on at a faster pace and to link to other areas of learning.
52. In the reception, regular opportunities are not planned sufficiently to develop the children's learning outdoors; however, children do have indoor physical education lessons twice a week with Year 1 pupils. In a satisfactory lesson seen, children achieved soundly. They undressed quickly; however, few children had appropriate clothing and most worked in their underwear, which is an unsatisfactory practice. In the lesson, children moved in different positions according to instructions, although lower attainers found difficulty in understanding the difference between a large part and a small part of their bodies. Most children could balance on their feet and hands in different ways. The teacher demonstrated for children ways to land though insufficient emphasis was placed upon landing on the balls of their feet and not putting their hands onto the floor. Children with special educational needs were helped well by staff to take a full part in the lesson. Apparatus was used satisfactorily to enable children to practise moving across equipment in different ways; however, too few pieces of equipment

were set out, which reduced the pace of learning as children spent too much time queuing awaiting their turn. Throughout the lesson the children were well behaved.

53. In **creative development**, children in the nursery are provided with good opportunities to explore different media; for example, painting in black and white paint, finger painting and making three-dimensional models out of recycled materials. They enjoy singing and play instruments they have made. In a lesson seen in the reception, the teaching was good and children achieved well. The teaching was well organised and children were actively involved in developing skills in playing instruments and in singing. The teacher used song effectively to engage children. Behaviour was good and the children chose instruments without any fuss. Higher attainers created some ingenious sounds and children with special educational needs were fully included in the learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6 as a result of good teaching overall and very good teaching of older pupils.
- There is good provision for teaching the skills of speaking and listening throughout the school but recent weaknesses in teachers' preparation and planning have slowed down pupils' learning of the skills of literacy in Years 1 and 2.

Commentary

54. Pupils enter the school with below average skills in speaking, listening, reading and writing. Overall, they achieve well. Pupils make good progress in Years 3 to 5 as a result of consistently good teaching and achieve very well in Year 6 because of very good teaching in the Year 5/6 class. The results of the national tests in 2004 showed a significant rise in standards by the end of Year 6 compared to the previous year. Pupils currently in this year group are performing at an above average level, an improvement since the last inspection, and are likely to exceed the school's challenging targets. Pupils achieve satisfactorily over the course of their time in Years 1 and 2 with overall standards in reading and writing below average in Year 2. Recent and unavoidable changes in staffing in the Year 1/2 class have led to a slowing down of pupils' progress; standards are lower than those reported in the last inspection. Standards are also lower than those attained in the national tests in 2004. There are indications that assessments at the end of Year 2 may have been over-generous, judging by the attainment of the current group of pupils in Year 3 where there are very few higher attainers and over a third with significant special educational needs in literacy.
55. Standards in speaking and listening are above those expected nationally in Year 6 because pupils are given many opportunities to discuss and to express their views in English lessons and in other subjects, such as art, religious education and personal, social, health and citizenship education. Very often, teachers invite pupils to discuss small points with their partner, keeping the pace of lessons moving and pupils fully involved. Those pupils who are more reticent are given additional help in small groups to develop their skills in listening and communication. Consequently, pupils' confidence

grows as they move through the school as they are well trained early on to listen to each other. By Year 6, pupils, including those with special educational needs, respond articulately in spirited dialogues with their teacher and each other. Teachers and pupils have very good relationships and the teachers' good humour rubs off on the pupils. In an example of a very good lesson, the teacher got a lively debate going on school uniforms as part of a demonstration on how to use conditional sentences starting with the word 'if'. Pupils showed their verbal dexterity as they quickly retaliated, often quite hilariously, with contrasting ideas to suggestions, such as this one from a pupil with special educational needs: 'If we didn't wear school uniforms we'd all look good and trendy.' The teacher's logical and grammatical approach helped pupils to extend their sentences and develop their arguments to the full.

56. Standards in reading are above average in Year 6, reflecting the success of additional strategies designed to develop the reading skills of lower attaining pupils and improvements to the library provision, where there is now a wide range of books for pupils to choose from with a significant number likely to interest boys. However, many books, including those on the reading schemes, are dated and in poor condition. The recent initiative to teach reading beyond literacy lessons is successful in Years 3 to 6 where each day a different group of pupils reads and discusses in depth with the teacher a book which they are all reading together. It works best in the Year 5/6 class where those not working with the teacher do activities in groups related to their shared text rather than reading a book of their choice without guidance. It works least well in the Year 1/2 class where there appears to be some confusion as to the purpose of the session and only a minority of pupils get to read. As a result, Year 2 pupils' progress in reading and talking about books has slowed since the start of the school year as supply staff or those who are inexperienced do not make best use of the available time because of weaknesses in the planning. Thus higher attaining pupils in Year 2 have difficulty talking about what they have read and lower attainers do not have the skills to sound out unfamiliar words. Reading records, kept by the teacher, merely record the books read and page numbers. Opportunities are therefore missed to involve younger pupils in recording what they have read in simple book reviews, older pupils in analytical comments or parents in helping to develop their children's skills.
57. Standards in writing are above average in Year 6. Pupils' skills in writing develop satisfactorily overall in Years 1 and 2 though low expectations evident in the current teaching of these year groups means that progress has slowed considerably in recent weeks. At present, therefore, standards in writing are below average and likely to remain so in Year 2 with very few pupils exceeding expected levels and a large proportion writing just within or below the level expected of their age. So far, no pupils are writing using a legible joined script and the majority of pupils form their letters unevenly. Currently, marking praises pupils' work but rarely indicates what pupils need to do to improve their writing. It is a different picture in Years 3 to 6. In Year 3, pupils are now being taught how to join their letters to form a fluent, cursive style of handwriting; by Year 6, pupils' handwriting is of a good standard. Pupils in Years 3 to 6 cover a wide range of writing, and scrupulous marking, using the school's agreed system to the full, pushes pupils' learning on. High expectations coupled with helpful developmental points challenge higher attainers, making clear, for example, what pupils need to do if they are to fulfil their potential, as in this comment: 'To secure your level 5 we need to look at maintaining consistency in all your paragraphs.' Higher and average attainers show considerable skill in using poetic devices such as personification to enliven their writing, as in this description of a playground: 'His hard, thick skin has paintings of hopscotch and multi-coloured lines.'

58. Teaching is predominantly good though the quality ranges at the moment from very good to unsatisfactory. The best teaching takes place in Years 5 and 6 where imaginative presentation of material combines with high expectations, detailed planning and a thorough knowledge of what pupils need to do next to make the best progress based on stringent marking and assessment. Good teaching, consistently evident in the teaching of Years 3 and 4 and occasionally evident in the teaching of Year 1 pupils, helps pupils to become more fluent and accurate readers and writers because of the attention paid to individual needs and the good use of teaching assistants. While it is clear from looking at pupils' work that earlier in the school year the teaching of Year 1 and Year 2 pupils was at least satisfactory, the current arrangements result in unsatisfactory teaching of literacy skills because of lack of knowledge and experience in applying the National Literacy Strategy. There are weaknesses in preparation and lesson planning and pupils of different ages, needs and abilities are not being challenged well enough. The recent assistance given by an experienced teaching assistant is proving effective, as is the additional support given by the headteacher in helping pupils to achieve at an overall satisfactory level.
59. Leadership and management of the subject are satisfactory with strengths in the provision for and monitoring of older pupils' work and in collating and monitoring assessments at the end of each year. The most recent scrutiny of pupils' work did not focus sufficiently well on whether pupils of different abilities in all year groups were achieving as well as they should. The role of the subject leader has been underdeveloped until recently and so far there has been little monitoring of teaching to check consistency across year groups, though this is accommodated in planning.

Language and literacy across the curriculum

60. Pupils use their language and literacy skills satisfactorily in other subjects. The emphasis on communication skills is evident throughout the curriculum and plays a large part in developing pupils' confidence to talk informatively and clearly. Discussions about justice and freedom in religious education help pupils to understand in more depth human motivation. Pupils use their reading skills competently for research; for example, they use information and communication technology to search for information on the Internet. While pupils write imaginatively in history, there is room for improvement in developing their skills systematically so they record with increasing precision in other subjects, such as science and design and technology.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average in Year 6.
- The quality of teaching is good in Years 3 to 6.
- Lesson plans to guide teaching are too brief in Years 1 and 2.
- Opportunities to use and apply mathematics in other subjects are not specifically planned in all subjects and classes.

Commentary

61. Standards in Year 6 are above average, as was the case at the last inspection. Standards in Year 2 are below average. Pupils achieve well relative to their prior attainment, particularly in Years 3 to 6, because the quality of teaching is good, overall, with particular strengths in the teaching in Year 6. In the national tests in 2004, standards by end of Years 2 and 6 were in line with the national average. The reasons for the differences between the national test results and present standards reflect mainly differences in year groups in a small school. The subject leadership is satisfactory.
62. The quality of teaching is good, overall; it is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers have a good understanding of the subject and plan lessons well to interest and challenge pupils at all levels of attainment very well. Very good management of pupils leads to their high standard of behaviour and very good attitudes to learning. Pupils work hard both independently and in groups and achieve well. In a very good lesson in a Year 3/4 class, led by the subject co-ordinator, information and communication technology was used very well to develop pupils' understanding and skills in reading different scales linked to mass, length and capacity. The tasks were planned carefully to challenge pupils at different levels of attainment. Pupils with special educational needs were given good help from teaching assistants, and higher attainers were challenged and provided with strategies by the teacher to read accurately, for example, 0.004 grams on a scale. All pupils had plenty of practice and achieved highly.
63. The planning of lessons in Years 1 and 2 is too brief, particularly when classes are being taught by temporary or inexperienced staff; for example, in a Year 1/2 class the lesson planning gave too little information to guide the teaching. The planning was not sufficiently linked to pupils' prior attainment with no precise details of work for higher and lower attainers. In practice, the teaching assistant worked well with lower attainers in totalling objects up to 10 but the activity for higher attainers lacked challenge as the totalling up to 30 was not linked to on-going recording of additions. Examination of pupils' previous work shows satisfactory progress over time though too strong an emphasis on using worksheets and limited recent comments on how well they are doing and how they can improve.

Mathematics across the curriculum

64. Mathematical skills are applied satisfactorily in other subjects; however, although teachers are aware of the value of practising mathematical skills in other subjects, the specific planning of experiences is not firmly established in all subjects and classes, resulting in patchy application. Good examples were found in a Year 4/5 science lesson when Venn diagrams were used to record investigations into the separation of solids and liquids. In history, pupils in Year 6 calculated details of ages, reigns and

year of births and deaths of Egyptian pharaohs; for example, one pupil wrote, 'Remeses reigned for 66 years because he went on the throne in 1279 BC and died in 1213 BC.'

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well overall because they develop a good scientific knowledge through teaching that is good overall.
- Pupils with special educational needs are well supported and achieve well.
- Teachers do not always use their good assessment of pupils to ensure that work is well matched to abilities of all pupils.

Commentary

65. Standards in Year 6 are above average. Improvement since the last inspection is satisfactory. Standards in Year 2 are below average, as fewer pupils are working towards the higher levels than would be normally expected. Pupils' achievement is good overall: it is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils have very positive attitudes to their learning. Pupils in Years 1 and 2 cover a good range of scientific topics and undertake a satisfactory number of investigations. Evidence from previous work demonstrates that pupils are able to compare humans with other animals and have a developing understanding of how small babies grow.
66. Pupils in Year 6 are very familiar with learning science through practical investigations. They are developing skills in making predictions. They understand the importance of changing only one variable when carrying out an experiment; for example, they have planned a fair test to describe links between permanent changes in materials and chemical reactions. A survey of previous work shows that pupils are asked to draw their own conclusions when undertaking scientific enquiry in Years 5/6. However, this approach is not consistently practised throughout the school. As a result, opportunities are missed for pupils to use their writing skills.
67. Teaching and learning are good overall. Teachers focus pupils' attention very well by asking relevant questions to support and clarify learning. Teaching is strong when pupils are given the opportunity to engage in scientific enquiry, including close observation. They organise their equipment and plan their own solutions to the investigation, including factors to change and those to be kept the same; for example, pupils in Year 6 were challenged and enjoyed being asked to work in groups to design their experiments to prove that green plants need light in order to grow well. As one pupil hypothesised, 'Plants have adapted so they can use photosynthesis for a reason and that reason is that they need light.' Classrooms are happy and purposeful places. Pupils are eager to learn and enjoy the 'hands on' approach to scientific learning. However, opportunities to raise their own questions and predict outcomes are not always a feature of their investigations, and in Years 1-2 an over-use of worksheets limits opportunities for independent learning.

68. Pupils with special educational needs are given good help during the lessons so they can work successfully alongside their peers and achieve well. The teaching assistants and class teachers make sure they are fully included in the work of the class; for example, in a Year 5/6 lesson a pupil explained to the class, with confidence and in some detail, how plants function. His peers were impressed with his understanding of plant adaptation and this raised his self-esteem and confidence.
69. The subject benefits from an enthusiastic co-ordinator. She has identified ways of raising standards. There are good procedures to check how well pupils learn, but teachers do not make full use of this data to set work at the right level for all pupils, especially in Years 1 and 2, to help to improve standards further. Also she does not have the opportunity to observe the quality of teaching and so improve the teaching of science throughout the school. Overall, therefore, the leadership and management of the subject are satisfactory. An area of developing strength is information and communication technology where teachers, mainly in Years 3 to 6, are making very good use of information and communication technology software to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are improving, and pupils are achieving well.
- The co-ordinator has been pro-active in ensuring that the school raises its attainment in information and communication technology.
- Basics skills are well taught and pupils are given ample opportunities to learn for themselves.
- The school has made a good start in using information and communication technology to support learning in every subject.

Commentary

70. Standards of work of the pupils in Year 2 and Year 6 are firmly in line with those in most other schools. The quality of teaching and learning is good. Achievement is good, given the rapid rise in national expectations of standards in information and communication technology nationally. Improvement since the last inspection is good, as standards then were below average.
71. Several factors account for pupils' recent good achievement: improved information and communication technology resources have assisted teachers in ensuring that the focused teaching of skills is regular and thorough; the co-ordinator is monitoring and influencing teaching very effectively because of his teaching and technical support role; staff confidence and expertise have risen significantly so that teachers teach the core skills with confidence; and the curriculum has benefited from the subject co-ordinator's involvement with the local cluster group of schools, particularly in the area of assessment and through receiving up-to-date information about new programmes and schemes.
72. Year 2 pupils quickly gain confidence with basic computer skills. In a Year 1/2 lesson, they could open up the program, although some required help or reassurance. They

used the mouse capably and some were able to visit successfully a new part of the program independently. During a lesson on skills in using a drawing package, pupils were able to produce imaginative facial images using 'brush', 'shape', 'text' and 'fill' tools correctly. Most pupils were able to save their work using the 'save as' and 'save' commands. Work on display and in pupil portfolios shows that most Year 2 pupils are proficient in the information and communication aspects of the subject, sometimes to a higher level than expected; however, the use of 'control' devices is less well developed.

73. Pupils in Year 6 confidently discuss their information and communication technology experiences in plotting graphs; however, their skills in using data handling programs are less well developed although they can use spreadsheets to produce graphs. Their multimedia presentations are good. They are able to download information, such as pictures, and import sound effects; for instance, pupils, in Year 6, demonstrated how they had produced websites on their particular interests, such as fashion and sport. One pupil produced a highly creative game with eye-catching text. All pupils in Years 3 to 6 have individual e-mail addresses and most access their 'accounts' correctly.
74. Most teachers are confident in information and communication technology and teach it well. They demonstrate techniques clearly and effectively to support learning. They encourage pupils to investigate what the computers can do and this helps pupils to learn from their mistakes and explore new ideas. Therefore, pupils have a zest for the subject and approach it enthusiastically; for instance, in a Year 4/5 lesson on 'branching databases', pupils, because of the high quality teaching, were able to create 'tree' diagrams to organise their information. The scheme of work gives good support to teachers in planning for the fine detail of lessons, so that pupils succeed in small, regular learning steps. A simple assessment procedure, of targets entitled 'I can', is in place so pupils are able to monitor their own achievements.
75. The co-ordinator, the headteacher, is active, committed and very efficient, and up to date. A lot has been done to improve standards and resources in the subject in a short time, a significant improvement since the previous inspection. He monitors and evaluates the quality of teaching effectively in his support role and through regular reviews of progress. His good leadership and management skills are having a significant impact on teaching and learning.

Information and communication technology across the curriculum

76. As yet, pupils learn about information and communication technology more thoroughly than they learn other subjects through information and communication technology, but the balance is beginning to change. The school has a satisfactory bank of CD-ROMs to support learning in other subjects, and subject co-ordinators highlight opportunities to use information and communication technology in the schemes of work. Teachers are beginning to value the enhancement of lessons that information and communication technology can bring. Pupils undertake effective research using specialist software and the Internet for subjects, such as mathematics, history and geography; for example, they have explored websites and learnt more about the Ancient Egyptians.

HUMANITIES

Religious education was inspected in detail and is reported in full below. History and geography were sampled.

77. In **history**, pupils are developing their understanding of chronology, through the use of timelines, and of change, as they compare things past and present. Good use of information and communication technology throughout Years 3 to 6 for researching historical sources supports pupils' learning effectively; for example, the detailed information on Ancient Egyptian gods. In the one lesson seen in Year 5/6, the quality of teaching and learning was good and pupils achieved well. Good use of detailed questions helped pupils to interpret and evaluate sources of information. Literacy skills were developed well; for example, the story of Osiris was retold.
78. In **geography**, the curriculum ensures that pupils have good opportunities to study both the local area and the wider world. Pupils undertake fieldwork investigations, such as traffic and local business surveys, and these contribute positively to their learning. By Year 2, they know about places further afield, such as the seaside town of Bridlington. Most pupils are able to identify differences and similarities between this different location and Cottingham. There is a strong emphasis on developing pupils' skills of enquiry. Pupils have sound mapping skills and can talk knowledgeably about map symbols; for example, in the one lesson seen in Year 3/4 the quality of teaching was good and pupils achieved well. Pupils were able to identify from an aerial map of York physical and human features of the area and devised a key. Information and communication technology is being used much more for developing the pupils' research, an improvement since the previous inspection.

Religious Education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well because the quality of teaching is good and pupils have very good attitudes to learning.
- Skills in literacy are developed well in the subject in Years 3 to 6.

Commentary

79. Standards in Year 2 are average and in Year 6 above average. Standards and the quality of teaching have improved since the last inspection. The quality of teaching and learning is good overall; it is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils achieve well and have very good attitudes to learning. The leadership of the subject is satisfactory. Where teaching was of a high standard in Years 4 and 6, teachers have very good subject knowledge and fully involve pupils in in-depth discussions. The pace of learning is fast and the teaching generates enormous interest; for example, in a very good lesson in Year 4, the teaching very skilfully linked previous learning of Islam and Hinduism with Sikhism. Pupils were keen to participate and discuss the symbolism of artefacts with other pupils. In Year 6, pupils were very clear about respect for different religions and had a mature understanding of racism. They recounted why Nelson Mandela is a special person in connection with a study of 'Justice and Freedom' and gained a much better understanding of the life of Martin Luther King.

80. In Years 3 to 6, religious education is used well to develop literacy skills; for example, in Year 6, pupils learned new language, such as 'apartheid', and clearly defined the difference between 'justice' and 'freedom'. They reflected in prose about 'what frightens me'. In contrast, links to literacy in Year 1 and 2 are less well developed. Pupils were given a few opportunities to sequence stories, such as that of Rama and Sita, but examination of previous work showed too much reliance on worksheets and too few opportunities to write their own accounts.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

81. In **art and design** in the one lesson observed, this being for pupils in the Year 5/6 class, teaching and learning were very good and pupils achieved very well as they discussed the type of media used to make a performance come alive. The lesson had been very well prepared and was very well resourced, drawing on photographs of a national exhibition of hats as well as actual stage makeup. Pupils were very attentive and behaved with considerable maturity as they considered the effects of costume and makeup in performance. Work on display and discussions with pupils show that they have good opportunities to use a range of media and materials; Year 6 pupils' abstract representations, for example, showed they had been very well taught to use pastels to create light and dark shade in fragments of colour to depict dynamic movement by a footballer or diver. During the time of the inspection, most display space, however, had been given over to celebrate a week dedicated to design and technology.
82. In **design and technology**, no teaching was seen. Evidence from examination of pupils' work, displays around the school and talking to pupils shows most pupils achieve above average standards. The initiative to devote a week to design and technology was clearly successful in terms of stimulating pupils' enthusiasm and led to some creative teaching as projects developed over the course of the week; pupils in the Year 3/4 class, for example, made some exceptionally good wall hangings, using their watered silk designs as a centrepiece and then appliqu  ing other materials using different types of stitching, even making the hanging cord by twisting and meshing different threads together. Year 1 puppets were also of very good quality and showed much individuality in terms of choice of puppet and types of material and ingenuity in their construction. There was a good link to literacy in the pupils' written and acted puppet shows and also in pupils' written evaluations in most year groups. An area for development is to devise a systematic way of recording the different stages of the design process that makes progressively more demands on pupils as they grow older.
83. No lessons were seen in **music** apart from a short music-making activity involving reception and Year 1 pupils which showed that pupils are given a sound start to understanding how different sounds can be made; this linked effectively with their learning in science. There are good opportunities for pupils to take part in musical activities in the local community and peripatetic teachers give groups of pupils violin lessons. The singing in assemblies is good and pupils show a good rhythmic awareness and some delicacy in pitching notes accurately. There is a sound scheme of work, which provides good coverage of the required musical elements.
84. In the one lesson seen in **physical education** in Year 5/6, the teaching and learning were very good and standards were above average. The lesson was planned well and very good use was made of music, both classical and contemporary, to develop gymnastic sequences with a partner or in a group making use of different elements

that were practised beforehand. Very good behaviour and very good attitudes to learning contributed to making the lesson successful and constructive criticism helped to motivate pupils to achieve highly and refine their work. The school has good facilities, both indoors and outdoors, and these are used effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

85. The local community plays an important part in the life of the school, making a valuable contribution to the school's good programme for personal, social, health and citizenship education. The curriculum successfully promotes the school's caring ethos and the intellectual, physical and personal development of the pupils. A sensitively planned programme helps pupils; for example, they discuss personal responses to a variety of issues that affect their health, in an atmosphere of caring and trust. In the one lesson seen, in Year 3, the quality of teaching and learning was good. Pupils gained, through discussion, a better understanding of the positive and negative effects of liquids and solids that enter the body. Resources were used well to assist learning. Good relationships were apparent between pupils and staff. Pupils' behaviour and interest in learning were very good.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	2
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	3
The leadership of other key staff	4
The effectiveness of management	4

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