

INSPECTION REPORT

COTTINGHAM CROXBY PRIMARY SCHOOL

Cottingham

LEA area: East Riding of Yorkshire

Unique reference number: 117874

Headteacher: Mr D Ledgard

Lead inspector: Mr A J Dobell

Dates of inspection: 24th to 26th January 2005

Inspection number: 266678

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:	314
School address:	Bricknell Avenue Hull
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Shaw
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

This large primary school draws its pupils from a wide area. A high proportion of pupils come from outside the school's catchment area because parents choose this school for their children. Pupils come from a wide range of housing but, overall, their socio-economic circumstances are below average and a substantial number experience high levels of socio-economic disadvantage. Children's levels of understanding and learning skills when they enter the Reception class also cover the full range but are below average overall. All pupils are from white, western European backgrounds and no pupils speak English as an additional language.

The school has 314 pupils on roll from the Reception class to Year 6 and all attend full time. There are 40 children in the Reception Year. There are 43 pupils on the school's register of special educational needs and, at 13.7 per cent, this proportion is average. Four pupils have a statement of special educational needs and, at 1.3 per cent, this proportion is below average. The nature of special educational needs includes specific learning difficulties, moderate learning difficulties and speech and communication difficulties. The proportion of pupils joining and leaving the school during the course of the year is above average for some year groups and there is clear evidence that this depresses standards. Over the last two years, the school has gained the Basic Skills Quality Mark, the Healthy Schools Award, a national award for information and communication technology, and another award for its school travel plan.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	Mathematics, Music, Physical education.
19373	Mrs W Sheehan	Lay inspector	
16761	Mr M Hemmings	Team inspector	The Foundation Stage, Science, Information and communication technology, Art and design, Design and technology.
12605	Mrs C Crowther	Team inspector	Special educational needs, English, Geography, History, Religious education.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	20
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	23
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	39

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** giving good value for money. Pupils are now achieving well because the quality of teaching is good overall. Excellent relationships mean that pupils have very good attitudes to learning. The headteacher has led the school successfully through a period of rapid change.

The school's main strengths and weaknesses are:

- Pupils have very good attitudes to learning because they feel secure and valued in the school.
- Excellent relationships throughout the school give pupils the confidence to offer ideas and to contribute to learning.
- Good teaching ensures that pupils are now achieving well.
- Pupils' reading skills do not always enable them to understand and use what they have read sufficiently well.
- The school's provision for information and communication technology is very good and it is used very well to support learning in other subjects.
- Effective leadership from the headteacher has enabled the school to emerge strongly from a period of unusually rapid change.
- Strategic planning does not include sufficiently clear criteria for the school to evaluate the effectiveness of initiatives.
- Subject leaders do not evaluate their subjects with sufficient rigour.
- Very good links with parents support learning very effectively.

The school has improved well since its previous inspection. Standards are lower, largely because children's levels of attainment when they enter the school have fallen. However, achievement is now good and there have been significant improvements in some areas, for example, in information and communication technology. The school dealt with the key issues from the previous inspection well.

STANDARDS ACHIEVED

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

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

Achievement is now good. Children enter the Reception Year with levels of understanding and learning skills which cover a wide range but are below average overall. Children achieve well and they are likely to have reached the levels expected nationally in five of the early learning goals and to have exceeded them in their personal, social and emotional development by the end of Reception. At the end of Year 2 in 2004, pupils' test results were average in reading and writing and above average in mathematics. Pupils

achieve well in Years 1 and 2 and current standards are average overall. At the end of Year 6 in 2004, pupils' test results were well below average in English, below average in mathematics and above average in science. Overall, these pupils had made satisfactory progress in Years 3 to 6. Achievement in Years 3 to 6 is now good and standards are average overall; they are below average in English, but average in mathematics and science. Standards in information and communication technology and religious education are above average in Years 2 and 6, and achievement is very good in these subjects. However, pupils do not always read with sufficient depth of understanding.

Pupils' personal qualities are very good. They behave very well in and out of lessons and have very good attitudes to learning. Pupils' spiritual, moral, social and cultural development is very good. Attendance is above average and there have been no recent exclusions.

QUALITY OF EDUCATION

The school offers an education of good quality. Teaching and learning are **good** with about 40 per cent of lessons being very good or excellent. Teachers give pupils very good encouragement so that they try very hard and behave very well. There are good assessment systems to manage learning.

The quality of the curriculum is good and the provision for information and communication technology is a strength of the school. Opportunities for enrichment beyond lessons are very good. Pupils with special educational needs receive effective support and achieve well. Pupils are cared for well and excellent relationships throughout the school are a key reason for pupils' very good attitudes to learning. There are very good links with parents and good links with other schools and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has successfully led the school through an unusually rapid period of change and is now very well supported by his deputy and colleagues. There is a clear commitment to improvement and, because all share the headteacher's vision for the school, there is good potential for further development. The school is very committed to equality and all pupils are valued for what they can offer. Management is good overall, but, because so many staff are new to their subject leadership roles, the school recognises that there is scope for further developments in subject management. Governors have a secure understanding of the school's strengths and potential for development and ensure that all legal requirements are fulfilled. However, lack of precision in the way in which success criteria are worded makes it difficult for governors to evaluate how successfully some initiatives have been introduced. Finances are managed very efficiently and the principles of best value are practised very effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views about the school. This is clear from the very supportive comments in the meeting held for parents before the inspection and the very high levels of support in the parents' and pupils' questionnaires. It is illustrated further by the high proportion of parents choosing to have their children educated in this school, even though they are not in its catchment area. Inspectors support these positive views.

IMPROVEMENTS NEEDED

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

- improve pupils' skills in reading with understanding and insight so that they can use the information in their reading to further their learning;
- ensure that the success criteria in the school improvement plan are sufficiently clear for governors and the school to evaluate the effectiveness of initiatives;
- ensure that subject managers have a secure understanding of standards in their subjects so that they can plan for future improvements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good throughout the school, regardless of gender, level of attainment, or special educational needs. Standards in English are below average in Years 2 and 6, whilst those in mathematics and science are average.

Main strengths and weaknesses

- Pupils are now achieving well throughout the school, and very well in mathematics and religious education, because they are being well taught and there are effective systems to monitor their progress.
- Very good provision for information and communication technology is improving achievement and standards.
- Children in the Reception Year are achieving well and are likely to reach the standards expected nationally overall by the end of this year.
- Standards are improving because the school has identified areas of weakness and is introducing strategies to deal with them.

Commentary

1. In the national tests at the end of Year 2 in 2004, standards were average in reading and writing and above average in mathematics. Teacher assessments judged standards in science to be average. When compared with schools which draw their pupils from similar backgrounds, standards were below average in reading, average in writing and above average in mathematics. Over the last five years, the trend of improvement of standards in the school up to the end of Year 2 has been better than the national trend. Since pupils enter the school with levels of understanding and learning skills which are below average overall, these pupils achieved well since they joined the school.
2. In the national tests at the end of Year 6 in 2004, standards were well below average in English, below average in mathematics, but above average in science. When compared to similar schools, standards were well below average in English, average in mathematics and above average in science. Inspectors investigated the reasons for this in detail. There is clear evidence that an above average turnover of pupils in Years 3 to 6 adversely affected standards in 2004 because pupils joined the school with below average standards. Only about one third of the pupils in Year 6 who left in 2004 had spent the whole of their primary school years in this school. Further, there is clear evidence that the socio-economic circumstances of a significant proportion of the pupils in the school have fallen markedly since its previous inspection and this, too, has depressed standards. When the year group taking the national tests in 2004 at the end of Year 6 took their previous national tests at the end of Year 2 in 2000, results were significantly below average in reading and mathematics. Inspectors also found that a major reason for these lower standards is that pupils' ability to read with understanding so that they can use the information in their reading is below average in Years 3 to 6. This adversely affects standards in English and also adversely affects

pupils' ability to interpret mathematical problems expressed in words, so depressing standards in mathematics.

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

Standards in:	School results	National results
reading	15.6 (16.3)	15.8 (15.7)
writing	15.2 (14.7)	14.6 (14.6)
mathematics	17.1 (17.6)	16.2 (16.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	25.3 (25.4)	26.9 (26.8)
mathematics	26.6 (25.5)	27.0 (26.8)
Science	29.6 (27.3)	28.6 (28.6)

There were 48 pupils in the year group. Figures in brackets are for the previous year

3. Pupils are now achieving well throughout the school because the quality of teaching is good overall with a significant proportion of very good and some excellent lessons. As a result of these, pupils are achieving very well in, for instance, mathematics and religious education. Pupils in Year 6 are achieving very well in English because teaching is very good, and sometimes excellent. Teachers skilfully present pupils with realistic levels of challenge, which enable them to build on their previous learning. The best teaching is imaginative and stimulating so that pupils work with enthusiasm and high levels of sustained interest and concentration. Pupils' very good attitudes to learning are a major reason for their good achievement. Good systems have been introduced to monitor and track pupils' progress so that future progress can be managed by setting targets for improvement. However, discussions with pupils showed that, while some know their targets for improvement, others do not. This means that these good systems are not yet having their full effect on raising standards.
4. Pupils with special educational needs are supported well in class and make good progress towards the targets in their individual education plans. These targets are short term so that they can see that they are making progress and this encourages them to continue to try hard. Excellent relationships with teaching assistants ensure that these pupils, too, have very good attitudes to learning. As a result, they achieve well in literacy and numeracy and in other subjects.
5. The school's very good provision for information and communication technology is a major reason for pupils' very good achievement throughout the school. Classes use the very high quality computer suite regularly and systematically. Because of this, standards in information and communication technology are above average throughout the school and pupils have above average skills in using computers and other information and communication technology equipment. In addition, many classrooms have computer-driven whiteboards which are used very effectively to support learning in other subjects. These make lessons interesting and challenging and help to ensure a high level of interest in pupils. There are also computers in classrooms, and inspectors saw some very good use of these. For example, in a good history lesson in Years 5 and 6, pupils were independently accessing the Internet through a search engine to find information on the topic they were researching. This is very good use of information and communication technology to support learning.

6. Children enter the Reception Year with levels of understanding and learning skills which cover a wide range, but which are below average overall. Good teaching enables children to achieve well so that they are in a secure position to begin work on the National Curriculum when they enter Year 1. They achieve very well in their personal, social and emotional development, where they exceed the standards expected nationally in the early learning goals designed for this age group. In the other five areas of learning, they are likely to reach the standards expected nationally. They achieve well because adults in the Reception Year work well as a team and have a good understanding of how young children learn.
7. Pupils are achieving well because the school has identified areas of weakness and has introduced strategies to deal with them. This is particularly evident in English and mathematics. However, while these strategies are having a positive impact on standards, it will take time for them to become fully effective. Because of this, standards are likely to be average or just below average in the national tests at the end of Years 2 and 6 in 2005. This will be an improvement at the end of Year 6 but a slight decline at the end of Year 2. This is because a smaller proportion of pupils in the current Year 2 are likely to attain the higher than expected level 3 in 2005. However, because the school has accurately identified its areas of weakness and is tackling them systematically, it is in a good position to raise standards in future years.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and behaviour are very good, as is their personal development. Their spiritual, moral, social and cultural development is very good overall. Attendance is good and improving, while punctuality is very good.

Main strengths and weaknesses

- Excellent relationships between all staff and pupils give pupils the confidence to offer ideas and participate in their learning.
- Pupils' behaviour and attitudes to learning are very good and sometimes excellent, creating a purposeful climate for learning.
- The provision for pupils' spiritual, moral, social and cultural development is very good overall, helping pupils to develop very good personal and social skills.
- The majority of pupils attend regularly and punctually, so making the best of their learning opportunities.

Commentary

8. The strength of relationships and teamwork throughout the school is a key factor in pupils achieving well and continually doing their best. The headteacher, teachers, support staff and all adults working in school take time to listen carefully to pupils' thoughts, ideas or concerns. In discussion, pupils from the school council said that one of the key reasons that they enjoyed school was the high degree of respect and friendship that existed between adults and pupils and amongst pupils. Relationships between adults and children are very good in the Foundation Stage and help children to gain confidence, and this supports their good learning. As a result, children are likely to exceed the standards expected nationally in their personal, social and emotional development by the end of their year in the Reception classes.
9. From the Reception classes onwards, pupils develop very good attitudes to learning. Children in the Foundation Stage are very happy in their surroundings; they listen very

well, concentrate for prolonged periods and greatly enjoy the varied activities offered. As pupils get older, their confidence grows and they talk to adults in a very mature way. Pupils are enthusiastic about everything that the school offers, including activities outside class. They settle quickly in lessons and respond eagerly to questions. Pupils work very effectively independently, in pairs, and in small groups, listening to each other's ideas and helping each other to complete their tasks. For example, in an excellent Year 1 lesson, pupils worked very sensibly in pairs giving positive advice and support whilst helping their friends to improve their standards. Pupils who have special educational needs are given good support. They feel confident and valued so that they, too, have very good attitudes in lessons. These very good attitudes make a significant contribution towards pupils' good achievement.

10. Pupils' behaviour in lessons is very good throughout the school day, and playtimes are friendly and sociable occasions. Lessons can be taught at a very good pace because there is minimal disruption as a result of inappropriate behaviour. The majority of parents who responded to the questionnaire agreed that behaviour was good. The promotion of anti-bullying strategies is particularly strong, and through lessons in personal, social, health and citizenship education, pupils develop strategies to deal with any incidences. For example, pupils in Year 5 have composed 'agony aunt' letters to advise pupils on how to combat bullying. Procedures to monitor and record any instances of bullying are fully in place. There have been no recent exclusions. These very positive attitudes and behaviour, which have been maintained since the previous inspection, ensure that pupils get the most out of their learning opportunities.
11. There is very good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is supported well by the good opportunities in lessons and assemblies to raise their self-awareness. In an assembly reflecting the moral of 'being grateful for what you have', for example, pupils listened to the story with an excellent level of attention. Pupils' good work and behaviour are well rewarded through stickers, certificates and positive praise. For example, pupils in a lower attaining mathematics set were praised effectively for their hard work, and certificates were awarded at the end of the lesson to celebrate the best 'mathematics detective' of the day. This helped to raise pupils' self-esteem and confidence in the subject. Older pupils particularly enjoy the opportunity to act as carers for younger Reception children at playtimes. Pupils raise funds for charities, enabling them to reflect on the needs of others.
12. Social skills are developed very effectively so that relationships between the different age groups and all adults are excellent. The many after-school activities also promote pupils' social skills very well. Pupils have a very good understanding of the differences between right and wrong and of the moral responsibilities that are part of belonging to a community.
13. Pupils have a good appreciation of their own and others' cultural traditions. When asked why pupils learn about other religions, a pupil replied "the world today is a multicultural society so we need to know how to understand and respect others". In art and design and information and communication technology, pupils have appreciated and reflected on the styles of different artists in their work including Mondrian, Seurat and Jackson Pollock. An understanding of other cultures was developed further by a Christmas performance by pupils in Year 6. Another example of multicultural understanding is work linked to Indian dance done by pupils in Years 3 and 4.

14. In recent years, the school's attendance rate had been declining against national averages. In response to this, the school has introduced a range of new procedures to monitor and promote attendance. The educational welfare officer has worked closely with the school to monitor strategies for improvement. As a result of this effort, the current school year's attendance rates have improved significantly and are now above the national norms. The overwhelming majority of pupils are very punctual on a regular basis so that learning starts quickly and smoothly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	1.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. All pupils achieve well throughout the school because they are taught well and feel secure and valued. The curriculum is of good quality with a particular strength in information and communication technology, and there are very good opportunities for enrichment beyond lessons. Pupils are well cared for and have excellent relationships with adults and their fellow pupils. Links with parents are very good and there are good links with the community and other schools.

Teaching and learning

Teaching and learning are of good quality, as are systems for assessing pupils' progress.

Main strengths and weaknesses

- The school is very inclusive and all pupils, including those with special educational needs, have full access to learning.
- Excellent relationships mean that pupils have very good attitudes to learning.
- Good teaching, with a substantial proportion of very good and excellent teaching, results in secure learning.
- Information and communication technology is used very well to support learning.
- Teaching assistants support learning well.
- Assessment systems are of good quality but their effectiveness varies.
- Good teaching in the Foundation Stage enables children to settle quickly and to achieve well.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (10%)	12 (29%)	19 (46%)	6 (15%)	0	0	0

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

15. The school has inclusion as a major priority and great care is taken to ensure that all pupils have equality of access to learning, including those with special educational needs. As a result, pupils feel secure and valued in the school and understand that they are appreciated for what they can contribute. Because they feel valued, pupils become confident and develop a positive self-image. This confidence prompts them to play a full part in lessons and work with impressive levels of interest and sustained concentration. This commitment results in effective learning.
16. Teachers adapt activities appropriately to ensure that pupils with special educational needs participate fully in lessons. Teaching assistants provide effective support for these pupils in lessons and this results in good achievement. In one lesson in Year 6, for example, the teaching assistant's role within the lesson had been very well defined by the teacher and this enabled her to give very effective but unobtrusive support which resulted in very good progress being made. Good resources such as 'Alphasmart' computers are used effectively to support learning further and enhance access to all aspects of the curriculum for these pupils.
17. Secure learning is also promoted by the excellent relationships which exist between pupils and between pupils and adults. These excellent relationships mean that pupils have very good attitudes to learning and often work with real enthusiasm. They move smoothly from one activity to the next so that learning time is fully used. They work well individually and co-operate very well in pairs and in group work. This results in secure learning and underpins their good achievement.
18. The quality of teaching is good overall, but almost two lessons in five have teaching which is very good or excellent. In these lessons, learning activities are carefully planned to enable pupils to build systematically on their current levels of understanding. Lessons have very good pace and learning resources promote pupils' interest very effectively. Teachers are highly skilled at maintaining a realistic level of challenge for pupils at different stages of learning so that they make impressive progress. For example, in an excellent lesson with a lower ability set in English in Years 5 and 6, the teacher was constantly challenging pupils...'can anyone think of a better word?' As a result, adjectives suggested to describe a bully included 'horrible', 'nasty' and 'vicious', and pupils were encouraged to use a dictionary to check the spelling of 'vicious'. Sensitive but searching questions helped pupils to develop a good depth of understanding of the text that was being considered. Very good teaching also occurs particularly in mathematics, information and communication technology, and religious education.
19. In contrast, in satisfactory lessons, the pace is less swift so that less work is covered. The balance between the teacher-led parts of the lesson and pupils working independently is not always well judged and pupils at different levels of learning in the group are not always challenged effectively. There is less opportunity for pupils to be actively involved in learning and to initiate their own activities. As a result, learning is satisfactory.
20. A major strength is the use of information and communication technology to support learning in other subjects. All classes have good opportunities to use the computer suite and, in most classrooms, teaching and learning are enhanced by the use of computer-driven whiteboards. This regular practice not only improves pupils' skills in using computers, but also reinforces their understanding that computers are a source of information for their learning in exactly the same way as books. For example, pupils

in Years 5 and 6 used the Internet to research information for their history topic, fully appreciating that this was the most effective way of obtaining the information that they needed. Use of information and communication technology has a very positive effect on learning and achievement.

21. Throughout the school, teaching assistants contribute well to learning. Some are very experienced while others are relatively new. The more experienced ones contribute well to learning throughout the lesson, for example, by checking that pupils with special educational needs have understood the teacher's explanation. They then support learning during individual and group work by ensuring that pupils understand what they have to do, and helping them if they experience difficulties. They quickly move to another table if they see a problem arising. Less experienced teaching assistants sometimes contribute little during teachers' explanations, and there are examples of them doing the writing for pupils instead of letting them do it for themselves.
22. Good assessment systems are now in place to monitor and track pupils' progress and to set targets to promote their further progress. Staff discuss pupils' levels of understanding in September to set a target for the end of the school year and then divide the target into smaller steps. Progress towards these interim targets is then tracked regularly so that new targets can be set. Pupils who are falling behind their targets are then given extra support. The system has the potential to be very effective. However, discussion with pupils showed that they did not all know their targets. This means that, at this stage, the impact of assessment on pupils' understanding of how they can improve is only satisfactory. The teacher with responsibility for teaching and learning is exploring and gradually introducing strategies for enabling pupils to learn more effectively. These are in the early stages of development, but have the potential to support the school's assessment systems in promoting pupils' achievement.
23. The quality of teaching in the Foundation Stage is good. Children settle quickly into the Reception classes and make good progress because all adults have a secure understanding of how young children learn. Because they achieve well, most begin their work on the National Curriculum at the beginning of Year 1 with average levels of understanding.
24. There has been an unusually high turnover of staff during the last two years, including a new deputy headteacher. This has been managed well and teachers are now deployed effectively throughout the school. As a result of the good teaching and learning now in place, the school is in a good position to raise standards.

The curriculum

The school has a good curriculum with a very good range of enrichment opportunities including extra-curricular activities. Accommodation and learning resources are good.

Main strengths and weaknesses

- Good provision for all pupils, including those with special educational needs, means that pupils achieve well throughout the school.
- A very good range of enrichment activities is offered to pupils in Years 3 to 6.
- Provision for mathematics, information and communication technology, religious education and personal, health and social education and citizenship is very good.
- A good match of class teachers and teaching assistants supports pupils' learning well.

- Opportunities to use the library to develop independent research skills are limited.
- The school's accommodation and resources for learning are good.

Commentary

25. The curriculum includes all subjects and has been carefully organised into two-year cycles to provide effectively for the classes with two age groups. It is appropriately broad and well balanced. Planning for each subject is based on national guidelines. Setting for literacy and numeracy from Years 2 to 6 enables the needs of all pupils to be met effectively. The provision for information and communication technology is very good and is contributing very well to achievement. The provision for personal, health and social education and citizenship is also very good and contributes to the excellent relationships which underpin effective learning. Teaching and learning in mathematics and religious education are now very good and achievement is improving well. The school has improved the stock of books in the library since the previous inspection, but is aware of shortages in provision in some areas. Opportunities to use the library to develop independent research skills are limited due to the need for it to be used as a teaching area when some year groups are working as sets.
26. Provision for pupils with special educational needs is good and the school promotes educational inclusion very well. Planning for pupils with special educational needs is appropriate and strategies are well matched so that pupils' needs are met and they achieve as well as other pupils. These strategies are provided through targeted support in lessons, work carefully matched to pupils' needs, the use of targeted programmes and short withdrawals on a regular basis. Detailed and well-planned programmes of support are provided by the special educational needs co-ordinator and specialist teaching assistant, and are aimed particularly at developing pupils' literacy and numeracy skills.
27. Pupils have many opportunities to extend their learning beyond the subjects of the National Curriculum. The curriculum in Years 3 to 6 is enriched through a wide range of activities including a poetry club, singing group, recorder group, sporting clubs including netball, cricket and football clubs, as well as clubs for gardening and studying wildlife. Pupils also have opportunities to be involved in the visual arts through a creative arts programme. This has enabled pupils to work with artists in residence in a range of media including paper and sculpture, and these have been linked to pupils' work in other areas of the curriculum. An impressive sculpture in the school grounds, for example, was linked to the work pupils were doing on Australia. Pupils also have opportunities to participate in productions, which are regularly performed in the school hall, such as the recent 'Christmas Around the World'. Opportunities to visit places of interest are also planned for and these enrich the curriculum very well: for example Year 1 pupils visited a local church as part of their work in religious education.
28. The school has an effective team of teachers whose skills match the demands of the curriculum well. Good support is given by teaching assistants, some of whom have been appointed to the school recently as part of the school's implementation of 'Remodelling the Workforce'. They work well alongside teachers and support the learning needs of pupils well, contributing positively to the pupils' good overall progress.
29. The school's accommodation is good overall and plans for further improvements are underway. For example, plans are in place to replace the temporary accommodation

for the two Year 2 classes. The computer suite is of excellent quality and well equipped for the teaching of information and communication technology and curriculum learning.

30. Resources for learning are good overall. Some classrooms have computer-driven whiteboards and these are used very well, contributing very effectively to pupils' good achievement. Subjects have appropriate resources to support the curriculum and, in the case of subjects such as history and religious education, this includes a range of interesting artefacts which stimulate good learning. Outside there is a good-sized field and spacious well-laid out grounds which provide opportunities for environmental education and the gardening club.

Care, guidance and support

Procedures to ensure that pupils work in a safe environment are good. Pupils' involvement in the school is good. Good opportunities are in place to promote and guide pupils' progress.

Main strengths and weaknesses

- Excellent relationships ensure that all pupils are cared for individually and strategies to value pupils' views are good.
- Pupils' development is generally monitored carefully to set targets for improvement.
- The school's promotion of health, safety and child protection is good.
- Induction arrangements to settle children into the school are good.

Commentary

31. All adults in the school provide a friendly and supportive atmosphere in which pupils become mature and grow in self-esteem. Adults provide excellent role models for pupils and, in addition, older pupils show impressive concern for the well being of younger pupils, thus fostering a purposeful, caring learning environment. Throughout the school, all pupils are friendly and supportive to others and a helpful, co-operative community atmosphere exists in lessons and at play. In discussion, pupils say that they value the care given to them by adults. Pupils' views are carefully listened to both in lessons and through class and school councils. The school council has been in place for over a year and is beginning to develop well. Through fundraising, councillors have raised their own budget to spend and are keen to develop the playground further. The school council has been particularly pleased with the school's rapid response to its decisions.
32. The school's good assessment procedures are used effectively to guide pupils in their learning and this promotes good achievement. Teachers have a good knowledge of individual pupils' standards and this, coupled with their excellent relationships with pupils, promotes a positive environment where pupils want to achieve. The quality of marking and setting targets to help pupils improve is variable throughout the school although examples of very good practice exist, particularly in Years 5 and 6. Pupils with special educational needs are supported well through effective tracking of their progress to ensure that they, too, make good progress in their learning.
33. Overall, the school's promotion of a healthy and safe environment is good. Through work in science and personal, health and social education and citizenship, there are good opportunities to ensure that pupils learn how to keep safe and healthy. For example, in a Year 3/4 lesson, pupils were exploring what was required to keep their teeth clean and healthy. Internet safety is very well promoted. Staff are fully aware of child protection procedures and

the school is very diligent in monitoring the welfare of its pupils. The governing body is fully involved in monitoring the school's strategies for health and safety and careful attention is paid to risk assessment.

34. The school ensures that children enjoy a smooth transition into the Reception class and good opportunities are organised to help them to settle into the school. These include several visits to school, and home visits. The overwhelming number of questionnaires returned by parents show that they agree that procedures for induction are good. These help children to make good progress in their learning as soon as they join the school. Pupils joining the school in other year groups are soon integrated into the school and, in discussion, said that they happily settled in 'within a week'.

Partnership with parents, other schools and the community

The school's partnership with parents is very good. Links with other schools and the community are good.

Main strengths and weaknesses

- Parents' views of the school are very positive and the school is alert to parents' concerns.
- Information for parents is good overall and they support their children's learning very well.
- The school works in close partnership with the local community.
- Links with neighbouring schools are effective.

Commentary

35. Parental views collected through the parents' meeting and questionnaires show that the majority are pleased with most aspects of the school. In particular, the overwhelming majority of parents feel that their children enjoy school, are expected to work hard and are helped to become mature and independent. Parents regularly and willingly offer their services to the school. Many parents come in to help around school, attend information meetings and help at events. The Parent, Teacher and Friends Association raises considerable funds to buy resources which enrich pupils' learning. For example, the funding of resources for the very well equipped information and communication technology suite has been supported by parents' fund raising. Matched contributions from a large petroleum company supplement these funds very well. Many parents attend information evenings as well as meetings for reviews of their children's progress. This reflects parents' willingness to work in partnership with the school to support their children's learning. Through the Parent, Teacher and Friends Association, the school regularly seeks parents' views and opinions. However, there is currently no systematic formal method of consulting parents about their views of the school.
36. Parents of pupils with special educational needs work closely with the school. They are fully involved in reviews of individual action plans designed to support their children's learning. Where appropriate, pupils are also involved in these reviews. All parents of pupils with special educational needs are invited to 'pop-in' sessions early in the school year to ensure that their children have settled into their new classes well. Parents are encouraged to be partners in their children's education, and this partnership is a key element in the good progress that these pupils make.
37. The quality of the documentation that the school provides for parents is good. Pupils' annual reports meet requirements and include appropriately detailed information about their progress, and targets for improvement. These reports are effectively supplemented in the autumn and spring terms by opportunities for parents to discuss their children's progress. In discussion, parents are appreciative about the quality of these meetings. The well-written prospectus and

detailed governors' annual report to parents provide clear and helpful information. Newsletters are sent out when required, and provide useful information on events and activities. The home-school diary provides a useful two-way means of communication between parents and teachers. The school's website is an additional source of communication between home and school, which has been developed very effectively to provide additional support and information. This good quality regular information ensures that parents are fully involved in the school and their children's learning. Parents are very supportive of the school's work and pupils are keen to bring in things from home to support their learning. For example, pupils in Years 5 and 6 had brought in a range of books from home to supplement their learning on the changes in British society. This helps pupils to extend their learning further.

38. The school has developed good links with the community, which help to broaden pupils' experiences. A range of visits and visitors from the local community have enriched pupils' learning. For example, pupils have visited Hornsea and Hull New Theatre. The computer suite is used for evening courses for adults. Opportunities to explore wider links are planned for greater development through information and communication technology activities.
39. Good links exist with the neighbouring secondary school to which most pupils transfer, including transition projects for pupils moving from Year 6 to Year 7. Good links exist with neighbouring primary schools and pupils compete in sporting and other activities against them.

LEADERSHIP AND MANAGEMENT

Leadership and management are of good quality. The headteacher provides effective leadership and is supported well by his deputy and other colleagues. Governance is good and the school is managed effectively. The school has emerged strongly from a period of unusually rapid change.

Main strengths and weaknesses

- The headteacher's effective leadership has enabled the school to deal with a period of rapid change successfully.
- Subjects are well led overall although many subject leaders are new to their roles and do not yet have a full understanding of standards in their subjects.
- The school is very inclusive and this promotes achievement well.
- Governors ensure that the school fulfils its legal responsibilities and have a good appreciation of the school's strengths and weaknesses. However, their ability to evaluate the effectiveness of initiatives is hampered by a lack of clear criteria for success.
- Finances are managed very well and the principles of best value are applied very effectively.

Commentary

40. The headteacher has led the school for many years and this wealth of experience has helped him to lead the school through a period of rapid change. Since the previous inspection, four deputy headteachers have left the school, mostly in promotion to headship. Further, in the last two years, over 10 new teachers have joined the school as others were promoted. The headteacher's skilful leadership has enabled the school to emerge strongly from this turbulence. Teachers and other staff are now deployed effectively so that the quality of teaching is good overall, and very good or better in a substantial proportion of lessons. As a result, pupils are achieving well. The headteacher has also led the initiative to up-date the school's information and

communication technology facilities. This high level of provision means that throughout the school, learning is now exciting. Pupils' attitudes to learning and behaviour are very good and they contribute enthusiastically to learning. As a result of these, and other factors, the school has improved well since its previous inspection.

41. A further reason for rapid change has been that the school has been involved in the pilot phase of the remodelling of the workforce. This has involved a major input from the headteacher. A significant result of this has been that the school has employed more teaching assistants as well as a resource manager and a computer technician. These are now deployed throughout the school and are supporting learning well. With further training, they have the potential to become more effective. For example, on occasions, some tend to do too much for pupils, such as writing things on whiteboards for them instead of letting them attempt the writing themselves.
42. Subject leadership is now good. Many subject leaders only took on their roles at the beginning of this school year. However, they have approached their new roles with enthusiasm and determination. For example, the new subject leader for English has analysed the problems with reading which are adversely affecting standards in the subject and has introduced strategies to improve them. These are beginning to have a positive effect. Similarly, the two new leaders for mathematics are excited by the challenge and are making plans to raise standards in the short term and to develop their subject in the longer term. They have carefully analysed where weaknesses in understanding are lowering standards and have introduced strategies for improved teaching and learning. The subject leader for information and communication technology is very effective and the use of information and communication technology throughout the school is having a positive effect on achievement. Because so many subject leaders are new to their roles, their ability to plan strategically for their subjects is not yet fully developed. The school appreciates that this is an area for development.
43. The special educational needs co-ordinator only became responsible for the management of special educational needs at the beginning of this term. There has been a very well planned period of transition and the previous co-ordinator has provided a good level of support. The special educational needs co-ordinator has a specialist qualification and she has a clear understanding of her roles and responsibilities. She is building on the good procedures and systems developed by the previous co-ordinator, and is undertaking a review of current provision, particularly for gifted and talented pupils. She is also updating the policy for special educational needs. She provides good support for colleagues in planning for these pupils and provides feedback to class teachers about the programmes of work provided in withdrawal sessions. This supports teachers' planning well so that these pupils achieve well.
44. A key priority for the school is to ensure that all pupils have equality of access to all that it provides. This inclusivity ensures that all pupils are appreciated for what they can offer. As a result, all feel valued, develop confidence and contribute well to learning. Excellent relationships throughout the school are promoted because the headteacher and all his colleagues provide very good role models. All are committed to continuing improvement and there is a good unity of purpose among all adults in the school. This is the result of effective leadership and puts the school in a good position to improve further.
45. Governors are effective. They have a good appreciation of the school's strengths and potential for development and share the headteacher's commitment to raising

standards. They ensure that the school fulfils its legal obligations. They are involved appropriately in strategic planning, but their ability to evaluate the success of initiatives such as the development of information and communication technology is hampered because some of the criteria for evaluation are not written with sufficient precision. The concerns about governance expressed in the previous report have been tackled successfully.

46. Governors also play an appropriate role in managing the school's finances. The budget allocations reflect the priorities identified in the school improvement plan. Finances are managed very effectively on a day-to-day basis by the administration officer. The school's accounts were last audited in March 2004. The report found the school's financial systems to be sound. Its few recommendations have been implemented. In April 2004, the school had an unusually high carry forward figure from the previous year because substantial sums had been received towards the end of the financial year. This money has been used well to improve the school's accommodation and to develop information and communication technology further, for example, by buying more computer-driven whiteboards for classrooms. There is clear evidence that this is increasing pupils' achievement and this is a very effective application of the principles of best value.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	775,978	Balance from previous year	43,642
Total expenditure	738,384	Balance carried forward to the next	81,236
Expenditure per pupil	2,300		

47. Given pupils' good achievement, their very good personal development, good teaching and learning, effective leadership and management and below average costs per pupil, the school is giving good value for money. The headteacher is now supported by an energetic and purposeful deputy and by a good team of teachers and other adults. The school has good potential to improve further.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. Provision in the Foundation Stage is good. Children are taught in two classes, the younger ones in a Reception class and the older ones in a mixed Reception and Year 1 class. When they start school, most children's skills in speaking and listening, numeracy and personal and social qualities are below average. By the time they start Year 1 most of them are likely to reach the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. This shows good achievement. In personal, social and emotional development, most children achieve very well and will exceed the expected goals. Teaching is good, with all staff working effectively as a team.
49. Leadership and management are good, ensuring that children in the two classes have similar learning opportunities. The curriculum is good, being planned well with a strong emphasis on children learning through interesting, practical activities. Assessments are used well to check children's progress. There are good induction procedures to help children to settle into the school. Links with parents are good and they feel welcome to come into school and talk to staff about their children. There are limitations in the outside accommodation for supporting children's learning. As provision was not inspected during the previous inspection, it is not possible to make a judgement on improvement since then.

Personal, social and emotional development

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

Main strengths and weaknesses

- Teaching and learning are very good.
- There are very good relationships between children and adults.
- Children quickly gain confidence and develop a sense of belonging.

Commentary

50. Because teaching and learning are very good, most children are on target to exceed the early learning goals expected by the end of the Reception Year. This represents very good achievement from when they started school, when most children's social skills were below those expected for their age. The staff work very effectively to build up children's confidence and develop their self-esteem. They quickly settle into everyday routines and show interest and enjoyment in their activities. Teachers plan their lessons thoughtfully so that there is usually a good balance between children choosing activities themselves and those which are teacher directed. This allows children to make choices for themselves and so develop their sense of responsibility. A good example of this is in the way they have to register themselves when they arrive at school by putting their name card in the correct place for packed lunch or school dinner. Adults in both classes work very well together as a team and provide very good role models. Children respond very positively to the very good care they are shown. They are very well behaved and work very well together in pairs and small groups.

Children are encouraged to express opinions and talk about their feelings, for example, when discussing what makes them feel happy or sad. The very good relationships which have been developed give them the confidence to express their thoughts and ideas.

Communication, language and literacy

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

Main strengths and weaknesses

- Teaching and learning are good.
- There is effective use of guided reading sessions to develop reading skills.
- There is sometimes a lack of balance between children's independent writing and teacher supported writing.
- Children's speaking and listening skills are developed well.

Commentary

51. Teachers plan well to ensure that children have good quality opportunities to develop their speaking and listening skills by talking about their experiences and the work that they are doing. Adults use questioning well to involve all children in discussions so that they can communicate their ideas and opinions. They are often asked to explain how they know things and are given time to do so. Guided reading sessions are used well to develop reading skills. In these sessions, teachers effectively model the behaviour of a good reader, and this leads to children making good progress in their reading skills. This was evident, for example, when children were reading 'Rumble in the Jungle' with the teacher. Because of the teacher's expertise, they made good progress in their reading skills and their understanding of how a book is structured. Although there is planned writing provision for different purposes there is sometimes a lack of opportunity for children to initiate their own independent writing activities. The school recognises the need for a better balance between adult supported writing and children's own writing. However, they clearly enjoy their writing experiences, and can use a range of implements for drawing, marking, scribbling and writing. Most children will reach the expected learning goal by the end of the Reception Year, having achieved well because of the good teaching that they receive.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because teaching and learning are good.
- There is a good emphasis on children learning through practical activities.
- There are times when higher attaining children are not challenged sufficiently.
- Children show much enjoyment in their mathematical activities.

Commentary

52. Most children achieve well in this area of learning and will reach the expected learning goals by the end of the Reception Year. In both classes, teaching and learning are

good. Activities are planned effectively to help children to build up their skills step by step, with close attention being paid to developing mathematical vocabulary. Rhymes and songs such as 'Five Currant Buns' and 'Five Little Monkeys' are used well to help children to sequence and remember numbers. Their knowledge of number positions is developed by many practical activities which they obviously enjoy. Adults work well as a team to ensure that all children receive a high proportion of direct teaching and, as a result, have a good work rate. In some activities, however, there is not enough challenge for higher attaining children. This was seen when a group were rolling dice to help them to develop their understanding of one less than a number from 1 to 10. The activity was well within the capability of some children, with one saying "Can we have some harder numbers? These are too easy." Relationships are good and give children the confidence to 'have a go' at answering questions, even when they are not sure if they are correct or not. They know that their contributions will be valued. Children are encouraged to talk about their work and to explain how they have solved problems, which makes a positive contribution to their speaking and listening skills.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Teaching and learning are good so that children achieve well.
- Children are taught well about the beliefs and traditions of other cultures.
- There is limited use of outside areas to promote outdoor learning.
- Activities are practical and interesting.

Commentary

53. Most children achieve well and will reach the early learning goals by the time they leave the Reception Year. Teaching and learning are good with practical activities, often linked to children's own experiences, being used to interest and stimulate their learning. They are encouraged to develop their observational skills by looking closely at natural and man made objects. In their science investigations, children effectively learn about simple electrical circuits and about different sources of light. The computer suite is used well to develop their information and communication technology skills. As a result, most children control the mouse well, and can follow basic on-screen prompts. A varied programme of visitors and visits supports the curriculum well. However, problems with the drainage of the outdoor area have resulted in its use to promote outdoor learning being limited. Children are given good opportunities to learn about the way of life of people from different cultures. For example, they have made Diwali lamps and cards when learning about Hindu celebrations. Such provision helps children to learn about the wider world, away from home and school, effectively.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Activities are well structured with interesting learning experiences.
- There is limited use of outside areas for outdoor play.

- Children have very positive attitudes.

Commentary

54. Teaching and learning are good and so most pupils achieve well and are on line to meet the early learning goals by the end of the school year. Physical education lessons are used well to develop children's skills in control and co-ordination. They enable children to develop a sense of space and awareness of how to share the hall floor area sensibly and safely with others in the class. This was seen to good effect in a lesson in which pupils were using different parts of their body to move along a range of pieces of large apparatus. Teachers plan activities well to promote children's skills in manipulating scissors, writing and painting tools, along with handling different sorts of equipment when making models. Resources are adequate and allow children to take part in a range of enjoyable experiences, to which they respond very positively. There is limited use of the outdoor area to develop children's outdoor play, and there is insufficient large-scale play equipment for them to use.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Achievement is good because of the good quality of teaching and learning.
- Children's imaginations are developed well through role-play activities.
- The creative area in the Reception class is cluttered.

Commentary

55. Children achieve well in this area of learning through the good quality of teaching available to them. As a result, most children are likely to reach the expected learning goals by the time that they leave the Reception classes. Teachers ensure that children are able to make use of paint, crayons, pencils and glue on a daily basis. Children are able to use a range of resources to practise their skills in handling and using different media. As a result, they develop a broad range of skills, using creative materials and tools. Children are able to experiment with colour mixing to make a variety of colours. After looking at the work of the artist Seurat, they have used their fingers to produce good quality paintings in his style. They acquire a different set of skills and knowledge as they use their developing information and communication technology skills in the computer suite for creating pictures. However, the creative area in the Reception class is cluttered and hinders children in choosing for themselves the resources that they need. Children use the role-play areas, set out as 'travel agents', well to develop their imaginations and their speaking and listening skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall standards are below average, but pupils are achieving well because of good teaching.
- Teaching and learning are good throughout the school.
- Teaching assistants are effective and contribute well to pupils' learning overall.
- The subject is led very effectively.
- Pupils' reading comprehension skills need to be developed further.

Commentary

56. Standards have fallen since the time of the previous inspection, when they were above average at the end of Years 2 and 6. In the current Year 2, standards are below national expectations, particularly at the higher levels, but all pupils, including those with special educational needs, make good progress. In the current Year 6, standards are below average overall, but pupils are now achieving very well because teaching is very good. Because of this, the proportion of pupils whose work is above average is close to national expectations. The fall in standards since the previous inspection is due to a number of interrelated factors including high pupil turnover and changes in the catchment area of the school. The school has recognised this situation and places pupils from Year 2 to Year 6 into ability-based sets to raise standards. The school has clear systems for tracking pupils' progress and national test results are carefully analysed to identify strengths and areas for development in the delivery of the subject. This results in all pupils, including those with special educational needs, achieving well as they move through the school.
57. Standards in speaking and listening are above average throughout the school. The supportive atmosphere found in the classrooms encourages pupils to share their thoughts and ideas. Teachers plan opportunities for pupils to work in pairs and groups, so that they can develop their ideas and discuss what they have been doing and how their work might be improved. All adults provide good role models and teachers support pupils in clarifying their ideas and then expressing them clearly. For example, in a Year 2 lesson, the teacher structured a discussion on leadership very well, so that by the end of the lesson pupils were very secure in their understanding of the concept of leadership and were able to express their ideas clearly and confidently. By Year 6, pupils are very confident when discussing their work in pairs, groups or the whole class and express their opinions and justify them effectively.
58. Standards in reading are broadly average in Year 2. However, the number of pupils working at the higher levels is lower than in similar schools. There is an emphasis on developing pupils' word building skills in Years 1 and 2, and this work is planned systematically and effectively to provide progression. Pupils are encouraged to read widely both at home and at school and they have reading record books to which parents contribute. By Year 6, standards are below average. Although the proportion of pupils at the higher levels in reading is as expected, fewer pupils are currently working at average levels than would be expected. In Years 3 to 6, there is now a focus on developing pupils' reading comprehension skills, which are below average. Many pupils expressed enjoyment in reading and could talk confidently and knowledgeably about books they had read and their favourite authors. Pupils are confident when recalling and retrieving information, but find it more difficult to draw inferences and deductions, analyse the motivations of characters, or identify the author's intention. The school has a clear focus on improving reading. Targeted guided reading sessions have been introduced since September. Staff are now using these guided reading sessions to draw pupils' attention to key strategies for comprehension and retrieving

information. However, in some sessions, the quality of the adult questioning does not always extend pupils' reading comprehension skills sufficiently to enable them to make good progress.

59. Standards in writing are average by Year 2 and Year 6. In Year 2, higher attaining pupils write legibly in sentences, using a range of connecting words. They show an awareness of the reader and use an increasingly wider range of interesting vocabulary. Lower attaining pupils use key words and sounds accurately when composing and writing on whiteboards. In Year 2, pupils have the opportunity to write for a range of purposes such as recounting events and giving instructions. In Year 6, pupils write in a range of different styles. For example, higher attaining pupils write confidently and successfully in the style of an author, as well as presenting reports and newspaper accounts. Lower attaining pupils write for a range of purposes and their work shows good progress in their ability to structure their writing and to use an increasing range of sentence constructions.
60. The quality of teaching is good. There is a high proportion of very good and excellent teaching across the school, and particularly in Year 6. Teachers use an appropriate range of teaching strategies which engage pupils' interest successfully and support their learning, including effective modelling by the teacher and very good use of computer-driven whiteboards. In the most successful lessons questioning is used very well by the teacher to prompt pupils' thinking and to challenge them to extend their learning. In most lessons, teachers plan well to ensure that all pupils are included in activities which are appropriate to their needs. The working partnership of teaching staff and teaching assistants provides an inclusive atmosphere in all lessons which supports pupils in overcoming any problems that they have and helps them all to make good progress. At its best, marking is used very effectively to provide feedback to pupils about their progress against their targets and to identify their next steps for improvement. However, marking is not consistently of this quality across the school and there is insufficient information in some marking to help pupils to improve their work.
61. The subject co-ordinator has provided strong and effective leadership and management since taking up his post in September. He has analysed pupil performance data rigorously and has identified strengths and weaknesses in provision accurately. He has devised a sensible and realistic strategy for improvement and is following appropriate priorities such as the development of high-quality guided reading sessions in English and across the curriculum. Since the previous inspection the school has made good improvements. The quality of teaching and learning has improved well. Standards are currently lower in Years 2 and Year 6, because the intake of pupils has changed.

Language and literacy across the curriculum

62. Literacy skills are developed well across the curriculum. There are opportunities for pupils to develop their speaking and listening skills in personal, health and social education and citizenship, religious education and in subjects such as history and geography. The development of specialised vocabulary and different words associated with a specific subject is planned for appropriately. Reading skills are developed through analysis of written texts in subjects such as religious education and history. However, in some subjects there is a reliance on the use of worksheets, which means that there are missed opportunities for extended writing.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good overall and pupils are now achieving very well.
- Pupils' very good attitudes to learning are central to their very good progress.
- Good systems for managing pupils' learning have been introduced but not all pupils know what they need to do to make further progress.
- Other subjects are used very well to develop pupils' skills in numeracy.
- The subject is led and managed well.

Commentary

63. The quality of teaching in mathematics is very good overall. There are examples of very good teaching in Years 1, 2 and 5 and of excellent teaching in Year 6. In all the lessons observed during the inspection, teaching and learning were at least good. As a result, learning is now very effective for all pupils, including those with special educational needs. However, standards have been below average in Years 3 to 6 and it will take time to raise them. Throughout the school, higher attaining pupils work with good levels of understanding and accuracy. Average pupils have good levels of understanding but are more likely to make careless errors. Lower attaining pupils have patches of insecure understanding and so make errors. In 2004, standards were lower than at the time of the previous inspection at the end of Year 2 and markedly lower at the end of Year 6. The good quality of teaching and learning found during the inspection is putting the school in a secure position to raise standards. Standards are now average in Years 2 and 6, and pupils are now achieving very well overall.
64. In excellent lessons, the work is introduced at very good pace so that pupils' interest is immediately engaged. Explanations are clear so that pupils know exactly what they are to do. Teachers' excellent subject knowledge and understanding ensure that pupils' understanding is very secure. Pupils are consistently challenged and so work with real enthusiasm and make excellent progress. Searching questions test and extend pupils' understanding, resulting in very high achievement. Many of these features are also evident in good and very good lessons, but lack the edge in pace and focus. From Years 2 to 6, pupils are set by ability for mathematics and this is improving achievement because learning tasks can be targeted more precisely to all pupils' needs, including those with special educational needs.
65. Pupils' very good attitudes to learning are a key reason for their achievement. Throughout the school, pupils work with high levels of sustained interest and concentration. Excellent relationships between pupils and between pupils and adults mean that pupils co-operate very well in all aspects of the lesson. They are very eager to respond to questions and to discuss and explain their work. Pupils move smoothly from one activity to the next so that teachers do not need to waste time regaining their attention.
66. Good assessment procedures have been introduced to manage pupils' learning and to enable them to make further progress. Their work is marked regularly and sensitively and there are good examples of suggestions to help them to make further progress. Assessment systems are continually being refined and made more focused. Targets

are set for all pupils at the beginning of the year and are revisited regularly as tracking forms are completed. However, not all pupils are aware of their targets for improvement and, because of this, the effectiveness of assessment systems varies from one pupil to another and one class to another. The school accepts that this is an area for further development.

67. The subject is led and managed well. The two subject leaders took on their roles in September 2004 and are excited by the challenges posed. They have carefully analysed areas of weakness from the most recent national tests and put into place strategies to address these. The major weaknesses are in using and applying mathematics and in using number accurately. The subject leaders understand that these need to be addressed if standards are to improve further. Once this has been achieved, they have plans for the development of the subject in the long term. They have not yet had the opportunity to monitor teaching and learning directly. However, their enthusiasm places the school in a good position to raise standards in the future. There have been good improvements in teaching and learning since the previous inspection, and the school is in a good position to improve further as the improvements put into place by the subject leaders take effect.

Mathematics across the curriculum

68. Other subjects are used well to develop pupils' skills in numeracy. For example, data handling and the representation of information in different types of graphs are practised in geography and science. Accurate measuring and its applications are explored in design and technology. A major strength is the use of information and communication technology to support learning in mathematics. Computer-driven whiteboards are used regularly in classrooms to engage pupils' interest and to reinforce their understanding. Different mathematics classes have the opportunity to use the computer suite regularly. Pupils are adept at using computers for different purposes and this practice reinforces their learning and improves their achievement. There are good examples of pupils with statements of special educational needs raising their achievement by using computers.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well.
- Leadership and management are good.
- Pupils' conclusions are descriptive rather than evaluative.
- Pupils' attitudes to learning are very good.

Commentary

69. Most pupils in Years 2 and 6 are working at average standards for their age. This means they have achieved well during their time in school.
70. Teachers plan their lessons well so that activities build effectively on previous learning. This enables pupils to use their existing scientific knowledge and understanding well to support their learning. Questioning is used well to find out what pupils know and can do and to promote their scientific vocabulary. Teaching assistants are deployed well to

make ongoing assessments of pupils' responses during their investigations. They also support pupils with special educational needs effectively so that they are fully involved in learning activities. However, there is inconsistency between classes in the quality of marking. This means that some pupils are better informed about how they might improve their work. Teachers have good subject knowledge and expertise and so are able to demonstrate and explain new scientific ideas to pupils in a precise way. This was evident, for example, in a good lesson for pupils in Year 5 when the teacher confidently helped pupils to overcome their misconceptions about condensation and evaporation. In another Year 5 lesson, the teacher used role-play well for pupils to act out the molecular representation of the three states of water and their properties. Activities are planned to be practical and interesting, for example, when pupils in the two Year 2 classes were investigating forces as pushes and pulls.

71. There is good management of pupils' behaviour and successful use of praise to develop pupils' confidence and raise their self-esteem when carrying out investigations. Because of this good quality of teaching, most pupils in Year 6 show secure skills in planning and carrying out a 'fair test' with little help from the teacher. They are not as adept at considering what their findings have told them. This means that their reports of their conclusions about their findings tend to be a description of what they have done rather than an evaluation of their results. Information and communication technology is used well by teachers and pupils to support learning in the subject.
72. Leadership and management of the subject are good, with joint co-ordination ensuring a clear view of the quality of teaching and learning throughout the school. This has a positive impact on pupils' progress and achievement. The curriculum is planned well, so that pupils have many opportunities to develop their learning through involvement in structured, practical investigations. The planned opportunities for pupils to work collaboratively make a positive contribution to their personal and social development. There are good opportunities for pupils to practise their numeracy skills, for example, when pupils in Year 6 took careful measurements over time to find out what happens to the mass of a candle as it burns. Assessment procedures are successful in allowing the school to check the attainment and progress of pupils. However, pupils' awareness of how to improve their work varies.
73. Pupils are enthusiastic about their activities in science, and show particular enjoyment when involved in practical investigations. In all lessons, pupils were very well behaved and showed a lot of interest in what they were doing. This has a beneficial effect on the quality of their work and the standards that they achieve. Improvement since the previous inspection has been good. This is a credit to the school because of the disruption caused by high staff turnover in recent years.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Most pupils achieve standards beyond those expected for their age.
- Teaching and learning are very good.
- Leadership and management are very good.
- ICT is used very well to support work in other subjects.

Commentary

74. Standards are above average in Years 2 and 6. This represents very good achievement during pupils' time in the school.
75. The headteacher has been the driving force behind the very good improvement made in provision since the previous inspection. His efforts have created an atmosphere in which ICT is an integral part of learning in all subjects. The school has gained a prestigious national award in recognition of its very effective development of the subject. The school has the potential to develop its very good provision further.
76. Each class has a weekly lesson in the up-to-date computer suite to develop subject skills. In these lessons, teachers confidently demonstrate new ideas and techniques to pupils. They make very good use of the computer-driven whiteboard during introductions so that pupils are clear about what they are to learn. Lessons are planned effectively to challenge pupils at different stages of learning so that all make very good progress. This includes pupils who have special educational needs, who are given extra help to support their individual needs. Teachers have high expectations of pupils' performance which lead to them having a high work rate and being very productive. Of particular note is the way that teachers and the well-qualified support assistant for ICT work so well together. This enables all pupils to have a high proportion of direct teaching throughout their lessons, so that they quickly pick up new skills as well as consolidating those that they have already learned. Teachers ensure that pupils have very good opportunities to practise these skills throughout the week in other subjects. There are also good opportunities for pupils to review their learning and consider how ICT can help them in their learning. In one excellent lesson for pupils in Year 6, for example, the expertise of the teacher enabled them to make outstanding progress in estimating and measuring acute and obtuse angles as part of their work in mathematics.
77. The joint subject leaders provide very good leadership and management of the subject. They have a clear view of the quality of the education that pupils receive and of how it can be developed further. To do this, the school is to provide more computer-driven whiteboards for classrooms and to enable pupils to be more involved in the assessment of their own performance. The curriculum is planned very well, with pupils often encouraged to work collaboratively in pairs on the computers. This makes a positive contribution to their personal development. A computer club enhances provision in the subject. Pupils talk with enthusiasm about their ICT activities and have very positive attitudes to their work. They are very well behaved and treat computers and other resources with care and respect.

Information and communication technology across the curriculum

78. There are very good opportunities for pupils to use ICT to support and enhance their learning in other subjects. For example, in English, good use is made of word processing programs to help to develop pupils' writing skills, for example, by creating newspaper pages. In mathematics and science, pupils confidently produce graphs and charts to present their findings from their investigations and problem solving activities. Pupils develop their creative talents effectively in art and design by using a range of art packages. The Internet is used well as a means of researching information to widen pupils' knowledge and understanding in history and geography.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well.
- Lessons are interesting and challenging, resulting in motivated learners.
- Teaching assistants are deployed effectively so that the needs of all pupils are met.

Commentary

79. Standards in geography are typical of those found in most schools in Years 2 and 6. This is in line with the findings reported at the time of the previous inspection. Pupils in Year 2 have a sound understanding of maps and draw simple maps accurately and neatly. They are aware of differences between places in different parts of the world and of the effect that this has on people's lives. Pupils in Year 6 understand about different places in the world and have a secure understanding of the impact of the environment on human activities.
80. Teaching and learning are good throughout the school and this results in good achievement. Lessons are well planned as part of a sequence and this enables pupils to build effectively on previous learning. Appropriate learning objectives for each lesson are identified and shared with pupils to provide a clear focus for learning. In one lesson in Year 4, for example, children were able to learn about grid references on maps and points of the compass and then to apply this knowledge successfully because of the careful planning and sequencing of activities. Imaginative teaching methods are chosen well to engage pupils' interest and this results in good progress. For example, in a Year 2 class, the teacher used the computer-driven whiteboard to deliver a presentation about a family in Mexico. This engaged pupils' interest so that they were able to identify the things that the child in Mexico does and compare and contrast these with the things that they do. Skilful questioning is used well to challenge pupils and to extend their learning. Teaching assistants are deployed effectively and this ensures that all pupils, including those with special educational needs, have equal opportunities and that lower attaining pupils achieve well.
81. The subject leader has only recently become responsible for geography. The curriculum is satisfactory and is alternated on a termly basis with history. The subject leader has devised an action plan and he has sensibly identified the need to review the long-term planning in order to develop cross-curricular links as a priority for development. He has not yet had the opportunity to monitor standards and provision formally, but he has held informal discussions with colleagues in order to identify emerging issues.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well.
- The required topics are covered well and pupils develop historical skills steadily.
- Leadership and management are effective, but monitoring needs to be further developed.

Commentary

82. Standards are in line with expectations in Year 2 and pupils have a good understanding of historical events and have developed a range of historical skills. They are able to sequence events and offer explanations as to why they have happened. Standards are also in line with expectations in Year 6 and pupils are able to use research and investigative skills well. Throughout the school, pupils achieve well

because of good teaching. Standards in Years 2 and 6 are similar to those reported at the time of the previous inspection.

83. Teaching and learning are good. Teachers' good subject knowledge and well-planned lessons enable all pupils, including those with special educational needs, to achieve well. Skilful questioning by teachers enables pupils to interpret a range of historical sources, including letters and portraits. This helps pupils to clarify their knowledge and understanding of events and to explore the reasons behind events, as well as their consequences. By Year 6, pupils have a good understanding of primary and secondary sources and recognise that the Internet can be used as a valuable source of information. Effective wall displays and artefacts are also used well to stimulate pupils' interest and to engage them in the learning activities. Pupils have good opportunities to develop research skills. In one lesson, pupils were given opportunities to develop research skills through imaginative tasks and this resulted in good achievement. In another lesson, the teacher modelled note-taking skills very well and pupils participated in the activity with enthusiasm. Pupils have good opportunities to exchange ideas and information. Pupils have opportunities to apply and develop writing skills, but in some years the use of worksheets limits opportunities for extended writing.
84. Leadership and management are good. The long-term plan for the subject provides a satisfactory curriculum for history which is alternated termly with geography. The subject leader has provided support for colleagues by developing a collection of artefacts and by providing good resources, and these ensure that skills and knowledge are taught progressively. The subject leader has not yet had the opportunity to observe teaching and has not analysed pupils' work, but he has held discussions with other staff in some years to gain an overview of standards and provision. His priority for development over the coming year is to review cross-curricular links with other subjects and to plan for the systematic development of literacy and numeracy skills in this subject.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Teaching is very good and pupils achieve very well.
- Discussions are used very effectively to enable pupils to understand complex concepts.
- A range of experiences provides pupils with opportunities to learn about other faiths and to reflect on their own experiences.

Commentary

85. In Years 2 and 6, standards are above the requirements of the locally agreed syllabus. This is a good improvement since the previous inspection, when attainment in religious education was in line with the requirements of the locally agreed syllabus. Achievement is very good because pupils are very well taught.
86. The quality of teaching is consistently very good. Throughout the school, there is a consistent emphasis on caring and showing respect for others. Pupils work together

co-operatively and they have the opportunity to express their opinion whilst working in pairs, groups or the whole class. However, at the same time, they respect others and listen attentively to their contributions. A range of teaching approaches appropriate to the age of the pupils and the experiences of pupils are used, so that they are able to understand difficult concepts and discuss them with confidence. For example, the careful structuring of activities enabled pupils in Year 2 to gain a good understanding of leadership and how to encourage followers and then apply these ideas to their own lives and the life of Jesus. Similarly, in a Year 6 lesson based on the life of Martin Luther King, pupils developed empathy and a very reflective approach to sensitive issues.

87. Many opportunities are planned for pupils to learn about a number of religions in different ways and this provides a valuable multi-cultural dimension. These include visiting a local church and many opportunities for role-play and discussion. Pupils in Years 5 and 6, for example, recently took part in a production of 'Christmas Around the World'. The school places an emphasis on developing pupils' speaking and listening skills in religious education but there are limited opportunities for pupils to respond in writing. However, the writing that is produced is of a good quality and, by Year 6, shows high levels of reflection and personal response when pupils write in a range of forms, including poems, prayers and arguments.
88. Although the subject leader has only recently become responsible for the subject, she is providing effective leadership. She has used the outcomes of previous self-evaluations to identify areas for development and has devised a sensible and realistic action plan. She has a clear view of how standards can be raised further. She plans to build on the current systems for assessment and to introduce a more formal approach, which will provide greater rigour. A good range of resources including books and artefacts related to each topic are available for staff. Lesson observations are planned for the future in order to monitor teaching and learning, and to review the impact of developments in provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

Art and design

89. Pupils use a good range of media and other resources to develop their creative skills within a broad and balanced curriculum. Good emphasis is placed on developing pupils' artistic ideas by studying the work of famous artists. For example, pupils in Year 2 have created pictures in the style of Piet Mondrian, using warm and cold colours with straight lines and rectangles. The curriculum is enhanced by visits to places of artistic interest, such as Beverly Art Gallery. Pupils have also had opportunities to work with practising sculptors to develop their skills in clay and three-dimensional work. Good use is made of information and communication technology to create a range of patterns and pictures. Sketchbooks are used well by pupils to develop their drawing techniques. The displays of artwork are of good quality and show the good care that pupils take in their activities.

Design and technology

90. The curriculum is planned well to enable pupils to experience a wide range of activities to develop their skills in the subject. There are many opportunities for pupils to design, make and then to evaluate the products that they have made. Pupils have a wide range of materials to

work with and are encouraged to experiment with different ways of joining these materials from Year 1 onwards. This is seen, for example, in the work of pupils in Years 3 and 4 who have designed, made and evaluated some good quality money containers. They have used different finishing techniques to enhance their work. There are good links with other subjects. A good example of this is seen in the work of pupils in Year 2, who have made finger puppets of different characters in the story of 'Katie Morag', which they have read in their literacy lessons. In food technology lessons, they have made a healthy sandwich, which links well with their work in science on healthy eating.

Music

91. Whole-school singing in assemblies is good. Pupils sing tunefully and with an awareness of the meaning of what they are singing. They manage complex rhythms well. There are opportunities to learn recorder as well as strings and woodwind instruments, and a good number of pupils take advantage of these. All pupils take part in productions each year which include music, for example at Christmas or harvest. They hear music performed by visiting brass or woodwind groups. Pupils are introduced to the music of other cultures. For example, pupils in Years 3 and 4 have linked some work to Indian dance and those in Years 5 and 6 have taken part in a Christmas performance linked to other cultures. The subject leader ensures that the National Curriculum is covered.

Physical education

92. In the only lesson observed during the inspection in Year 1, teaching and learning were excellent, as were pupils' attitudes and behaviour. A link with a sports development unit provides pupils with good opportunities in a range of physical activities and they are able to take part in festivals of sport twice per year. Pupils benefit from external coaching in soccer, rugby and short tennis and school clubs provide opportunities for netball, soccer, rugby and rounders. Standards in swimming are above average. There are some links with other subjects, for example with Tudor dance and Aboriginal and African dance. Information and communication technology supports learning when dance and other activities are recorded with a video camera. The recently appointed subject leader has plans to develop the subject systematically by concentrating on different areas in turn.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Pupils are given very good opportunities to develop their personal and social skills, self-awareness and understanding of citizenship.
- The schools motto of 'CARE' permeates all aspects of school life and promotes very good personal development in pupils.

Commentary

93. Personal, social and health education and citizenship is seen as an integral part of the curriculum. The school's motto of 'CARE' (Celebrate, Achieve, Respect and Enjoy) is a principle which staff and pupils practise very effectively. Samples of the school's work in this area include opportunities for pupils to reflect on 'CARE' and to explore the emotions that it evokes. Regular whole-class discussions are timetabled in all classes. The subject leader, appointed in September, is providing good leadership, although she is still developing systems to formally monitor and evaluate the school's provision. The existing planning includes effective sex education for older pupils, in which they learn about body changes in puberty as well as the importance of relationships, and the dangers of the misuse of drugs and other substances.
94. Regular opportunities for whole-class discussions successfully promote pupils' speaking and listening skills and help them to appreciate and respect the views of others. For example, in a lesson for pupils in Years 5 and 6 exploring the life of Martin Luther King, pupils reflected sensitively on their dream for the world. Their opinions and views are valued and taken seriously by others so that they develop confidence and a positive self-image. The school council and class councils, as well as opportunities, especially for older pupils, to take responsibilities around the school, enable them to develop very good citizenship skills. Pupils achieve well in this area of the curriculum because they are well taught.

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	2
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 (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	3
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	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	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).