

# **INSPECTION REPORT**

## **ESTCOURT PRIMARY SCHOOL**

Hull

LEA area: Hull

Unique reference number: 117774

Headteacher: Mrs L Cook

Lead inspector: Mrs Christine Huard

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> May 2005

Inspection number: 266801

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	307
School address:	Estcourt Street New Bridge Road Hull
Postcode:	HU9 2RP
Telephone number:	01482 224336
Fax number:	01482 216885
Appropriate authority:	Governing body
Name of chair of governors:	Rev Pauline Bicknell
Date of previous inspection	24 <sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

Estcourt Primary School is close to the centre of Hull. It caters for pupils between the ages of three and eleven and most attend from the local area. Pupils are from a range of backgrounds, but the area is well below average in socio-economic terms and there is a good deal of deprivation. An above average percentage of pupils move in and out of the school during the year for a variety of reasons, and there are several families on short term tenancies. There are slightly more girls than boys. Boys and girls are fairly evenly spread amongst classes but there are considerably more boys than girls in Year 6. Children join the nursery class in the term of the year in which they are three. When children join the school their attainment is generally very low and a considerable proportion of the children have very poor language and social skills. The school has seven pupils from minority ethnic groups, and none at an early stage of learning English. It is the LEA policy that all pupils who want them receive free school dinners, thus free school meal figures are unreliable. An average percentage of pupils have been identified as having special educational needs, however the school is catering for a high level of need from the time pupils enter the school and only identifies those for whom additional help is required. Four pupils have statements of special educational needs. The school is part of the Healthy Living initiative. It has also successfully bid to become an 'extended school,' and is currently undergoing extensive building improvements in order to provide care for pupils before and after school as well as during the holidays.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	Science, art and design, geography, The foundation stage.
13459	Mrs Eva Mills	Lay inspector	
25623	Mr Ted Cox	Team inspector	Mathematics, history, religious education.
8798	Mr Dennis Maxwell	Team inspector	English, design and technology, ICT, citizenship, physical education, special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Estcourt Primary School provides a good education for all its pupils** and gives good value for money. The results of last summer's national assessment tests showed that standards at the end of Year 6 were broadly average overall despite pupils having entered the school with standards well below average. There are ongoing efforts to further improve pupils' performance and the examination of pupils' work clearly illustrates that they are making good progress. Inspection evidence confirms that this is likely to continue. The quality of teaching and learning is good overall and this ensures that pupils achieve well. The leadership and management of the school are very good overall. There is a strong emphasis on continuous review and taking positive action on areas needing improvement.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is outstanding and her drive and enthusiasm are instrumental in driving the school forward.
- Achievement in all subjects is good and in maths and science it is very good when compared with pupils' low starting points.
- Children in the foundation stage receive a very good start to their school career.
- Teaching is good across the school and, as a result, pupils learn effectively and achieve well.
- Pupils are keen and eager to learn. They apply themselves well in lessons and behaviour in and around the school is good.
- Standards in writing are below average and opportunities for pupils to write at length in other subjects are missed.
- Assessment is satisfactory overall; it is very good in the core subject of English, mathematics and science, but there is a lack of consistency in the methods used to assess the foundation subjects<sup>1</sup> and religious education.
- The school offers a broad curriculum, which is enriched by a wide range of activities beyond lessons.

The school has made good improvement since the last inspection in 1999. It has addressed all the issues identified then although there is still work to be done to raise standards in writing. Financial constraints have meant that opportunities for subject co-ordinators to monitor lessons have been curtailed over the last term, although this was taking place prior to that time.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

<sup>1</sup> The foundation subjects: Art and design, design and technology, geography, history, information and communication technology, music, physical education, personal, social, health and citizenship education.

**Achievement is good overall.** Results in 2004 in Year 6 were broadly in line, overall, with those found nationally. Inspection evidence shows that current standards in Year 6 in English are just below average, because the low starting points of the pupils means that a significant proportion still have difficulties with writing. Standards in science and mathematics are average. Higher attaining pupils in all subjects do well because they are challenged by the tasks they are set. Pupils with special educational needs achieve well because work provided closely meets their individual needs. Most children in the reception class enter the school with attainment that is very low. They make good progress although most will not achieve the goals expected nationally,<sup>2</sup> except in their physical development, by the time they move into Year 1. In Years 1 and 2 standards are average in mathematics and science, below average in reading and well below average in writing.

**Pupils' personal qualities and spiritual, moral, social and cultural development are good.** Pupils' attitudes towards their work are good. They are eager to learn and very attentive in class. Behaviour in and around the school is good. Pupils are polite and have good relationships with each other and the adults with whom they come into contact. Pupils are adequately prepared for life in an ethnically diverse society. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The school provides its pupils with a good quality of education. Teaching and learning are good, throughout the school.** Children in the nursery and reception classes learn very well because the teachers have assessed their particular needs and take action to ensure they are met. Lessons are well planned. Tasks are challenging and expectations of staff are high. Pupils respond well because they are interested and motivated and consequently they learn effectively. Throughout the school, day-to-day assessment is used appropriately to plan work for the pupils of different age groups in the same class, consequently, pupils build on their skills and knowledge consistently. The more able are catered for well, and therefore make good progress. Pupils with special educational needs achieve well because they receive good support, and tasks set are well matched to the targets on their individual education plans.

The school provides a good, broad curriculum. It is supported by a wide range of extra-curricular activities, which further enriches pupils' learning. The school takes very good care of its pupils. Relationships with parents are good and those with the local community are very good and benefit pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good overall.** The leadership of the headteacher is excellent. She has high expectations of what the school can achieve and a very good understanding of the areas where improvement is necessary. She works very well with her deputy and together their leadership is very good. Governors have a very good awareness of the strengths and weaknesses of the school and challenge the school appropriately. They fulfil their statutory duties. Management is very good. The headteacher successfully increases funding by applying for numerous grants and spending is focused on actions

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<sup>2</sup> The Early Learning Goals refer to the six areas of learning covered in the Foundation Stage (reception and nursery classes). These are: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, physical development and creative development.

taken to raise standards. Significant changes in staffing in the last eighteen months means that the leadership and management of subject areas are now very good. The roles of subject leaders have been well developed and they are well equipped to deal with weaknesses in pupils' learning, and this has led to improved achievement.

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

The parents are supportive of the school and are pleased with the information they receive. The pupils enjoy school and value the support they receive from teachers.

## **IMPROVEMENTS NEEDED**

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

- Ensure pupils have sufficient opportunities to write at length in subjects across the curriculum.
- Establish assessment systems that are consistently effective across the foundation subjects.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, achievement is good. Standards in Year 6 are broadly average overall.

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

- Achievement is good for all pupils because of the good teaching throughout the school.
- Pupils achieve well in English overall although standards in writing are not as high as those in speaking, listening and reading.
- Children in the foundation stage achieve very well overall.
- Pupils with special educational needs achieve well because they receive high quality support.

#### **Commentary**

1. Standards attained by Year 6 pupils at Estcourt are broadly average overall and this represents good achievement when compared with their attainment when they first entered the school. Documentation shows that the trend in improvement for the school is below that seen nationally. Further analysis shows that pupils who spend all or most of their career at the school achieve better than might be expected. However, the school accepts many pupils who have moved to the area for a variety of reasons and, overall, these pupils do not achieve as well because of the disruption to their education. This is also why the school does not do better compared to schools whose pupils did similarly at the end of Year 2. The school sets challenging targets for its own future development. The targets set for last summer were met. The targets for results this year have been lowered slightly in both English and in mathematics but are still very challenging given the make up of the group. In particular, the percentage of pupils expected to reach the higher level 5 has remained constant across both subjects. However, with the consistently good teaching the pupils receive and the level of achievement identified, the targets should be attainable.

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

Standards in:	School results	National results
English	26.4 (25.4)	26.9 (26.8)
Mathematics	27.9 (26.2)	27.0 (26.8)
Science	27.9 (27.8)	28.6 (28.6)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

2. The school has established good achievement in English, and very good achievement in mathematics and science because of good teaching. There is also consistent and regular assessment and tracking of pupils' progress. There are good systems which enable staff to closely monitor the progress of the pupils in their class and compare performance and achievement because of the consistent way in which records are kept. This has a positive effect on standards because teachers ensure that pupils' needs are met. In the analysis undertaken after the 2004 tests, the school identified

that boys were not achieving as well as girls, particularly in English. As a result of action taken, no particular difference was noted in the achievement of boys and girls during the inspection.

3. The current intake of pupils entered the foundation stage with very low capabilities although these vary from year to year between well below average and very low. Children achieve well overall, particularly in the areas of personal, social and emotional development and communication, language and literacy, where they achieve very well from particularly low levels. Careful on-going assessments ensure that tasks set are clearly matched to each child's capabilities and the support provided by the classroom assistants is of high quality. Few of the children are likely to reach the expected goals for their age, except in physical development, and most will need additional support before working towards National Curriculum level 1.

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

Standards in:	School results	National results
Reading	13.7 (14.9)	15.8 (15.7)
Writing	12.7 (13.6)	14.6 (14.6)
Mathematics	13.4 (14.9)	16.2 (16.3)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

4. Inspection evidence shows that standards in Year 2 are average in mathematics, below average in reading and well below average in writing. Pupils reach average standards in science, but few attain the higher level 3. Overall, pupils achieve well given their low starting points. The main reasons for this are that lessons are well structured and each lesson builds carefully on the one before, and on the learning by each pupil. Pupils are making good progress with their speaking and listening, because they are encouraged to answer questions fully. In addition, opportunities are planned to allow pupils to discuss answers with partners. Pupils make good progress in both reading and writing, although achievement is generally better in reading. They have many opportunities to develop their skills. In mathematics, the curriculum is varied and covers all areas of the curriculum thoroughly. Pupils are encouraged to solve problems, and their independent learning skills are developing well. Achievement in science is very good. The curriculum for younger pupils is now firmly built around investigative work and from an early stage pupils learn to set up experiments and devise a fair test.
5. This good, broad learning continues into Years 3 to 6. In Year 6 standards in English are still slightly below average because, although most pupils are likely to attain the nationally expected levels, there are fewer working at the higher level 5. In addition some pupils still have difficulty with writing at length. Although opportunities for writing at greater length across all subjects have been identified in curriculum planning this is not fully implemented in all classes, which means pupils do not achieve as well as they might. However, there are many pupils with special educational needs operating at a significantly lower level than would be expected for pupils of this age although they achieve well against the targets in their individual education plans. An examination of pupils' work shows that, although writing skills develop from a low level as they move through the school, the lack of opportunities to write at length in a variety of subjects such as history and religious education means that progress is not as good as it is in reading or speaking and listening. Pupils read a wide range of genres, across all subjects, as a matter of course. They have many opportunities to develop their

speaking and listening skills through classroom debate and informal reporting back of work carried out. In mathematics, standards in Year 6 are average. The curriculum is carefully structured, building on previous learning. Teachers carefully identify on a day-to-day basis what topics require further reinforcement or extension and appropriately adapt their planning. This means that most pupils are enabled to perform to their optimum potential. Standards in science in Year 6 are broadly average. Pupils are given ample opportunity to devise and carry out investigations and experiments and have a sound knowledge of understanding of the subject. A reasonable percentage of pupils are working at the higher level 5 in both mathematics and science.

6. Standards in the foundation subjects, where it was possible to make a judgement, are generally in line with those expected. There has been considerable improvement in the provision for information and communication technology (ICT) and standards across the school are average. Pupils have satisfactory opportunities to apply the skills they have gained in subjects across the curriculum.
7. Pupils with special educational needs achieve well because support and teaching are good. The school takes care to identify pupils who require extra help at an early stage. It provides good, additional support, which promotes pupils' early language and other skills, and this enables them to assume greater independence through the school. The targets in pupils' individual education plans are chosen carefully in cooperation with the pupils to provide direction and clear expectations. An example of good practice is that targets are updated before the formal reviews if teachers and assistants are confident that pupils have made good progress.

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

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

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and work hard in their lessons, and as a result they make very good progress.
- The school sets very high standards of behaviour and so the conduct of the vast majority of pupils is good.
- The school works very hard to raise the confidence and self-esteem of pupils and to help them to become responsible, caring individuals.
- By the time they reach Year 6, pupils' understanding of other cultures is good but pupils have insufficient understanding of different faiths and religions.

### **Commentary**

8. Pupils are keen to come to school and are enthusiastic about their lessons. Almost all parents agree that their children are happy in school and are reluctant to be absent. This view is echoed by the pupils themselves. From their entry into the nursery, children are encouraged to take a full part in activities and this continues as pupils move through the school. Teachers and other staff make lessons interesting and provide tasks which are often exciting and, as a result, hold pupils' attention.

9. Throughout the school behaviour is good. Children in the foundation stage quickly learn the school's routines and soon learn to comply with teachers' high expectations of good behaviour. The conduct of pupils around school is generally very good. They file in and out of assemblies in a very orderly manner and move around school sensibly. They are polite to adults and to each other and this respect for others is praised and rewarded. The school has a small number of pupils who have behavioural difficulties and find it difficult to comply with school rules. The very good arrangements that have been put in place to deal with any instances of misbehaviour are highly effective in ensuring that the learning of others is not affected. The vast majority of parents and pupils agree that any unkindness or bullying is dealt with swiftly and effectively when brought to the attention of staff. Exclusion is used as a last resort and only when pupils use violence or abusive language.

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	269	18	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Any other ethnic group	1	0	0

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

10. The school has recognised the need to raise the self-esteem of pupils and to help them to grow in confidence, developing personal qualities which will stand them in good stead as they grow older. In the foundation stage they are encouraged to be independent and 'self register' when they come into school. By the time pupils reach Year 6, they have responsibilities as prefects, helping out in a number of ways, including helping to look after younger children, preparing equipment and answering the telephone. Pupils take their responsibilities seriously and show great pride in their school and in their achievements.
11. Most pupils with special educational needs are interested in their tasks and behave well, although a few have challenging behaviour and behaviour targets in their individual education plans. All members of staff give a good emphasis to promoting pupils' self-esteem to encourage them to maintain effort and take pleasure in their work. The pupils are fully included in activities, and receive thoughtful support from classroom assistants.
12. There is a strong moral code in the school where pupils are actively helped to distinguish right from wrong and are encouraged to work and socialise well together, regardless of differences in gender, ability or ethnic background. Pupils' awareness of cultural differences is promoted well and pupils are prepared satisfactorily for life in a culturally diverse society. The school gives pupils sound opportunities to learn about other cultures, for example in European, Kenyan and Chinese Days. Art and music of other countries are studied and celebrated. However pupils' understanding of religious differences in society is less well developed.
13. Attendance rates at the school have improved since the last inspection and are now only just below those achieved nationally. The school works very hard to encourage good attendance and follows up unexplained absence rigorously. The vast majority of pupils are punctual. Rates of attendance are adversely affected by the relatively large number of pupils who take family holidays during term time as this absence accounts for more than 1% of total absence figures.

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

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.3
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall and enable pupils to achieve well. The curriculum is good and is well planned. Procedures for assessing pupils' attainment and monitoring their progress are satisfactory. Pupils are cared for very well and the school has a good partnership with parents and other schools and a very good partnership with the community.

### Teaching and learning

The quality of teaching and learning is good throughout the school. Assessment is satisfactory.

### Main strengths and weaknesses

- Teaching is consistently good in the foundation stage.
- Teachers use varied and interesting activities in lessons so pupils are motivated to learn.
- Teachers manage pupils' behaviour well so relationships in lessons are very good.
- Teaching assistants make a good contribution to pupils' learning.
- Assessment in English, mathematics and science is very good but is underdeveloped in the foundation subjects and religious education.

### Commentary

14. The children in the nursery and reception class learn effectively and achieve well, because a good range of exciting and interesting activities are provided for them. There has been significant improvement since the last inspection, when teaching was satisfactory. The teaching is now good and shows a good understanding of the needs of children of this age. The support provided by the trained assistants is of high quality.

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (8%)	13 (34%)	13 (34%)	9 (24%)	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. In the rest of the school the teaching observed during the inspection was good overall and shows good improvement since the last inspection. Teachers have a good command of the subject areas and teach confidently across the range of the curriculum. They ensure that pupils develop good levels of knowledge, improve their skills and deepen their levels of understanding. Planning is thorough with clear objectives to indicate what is to be learnt by pupils. Teachers form good relationships with pupils, show a high level of interest in their welfare and give praise and encouragement to spur pupils to higher levels of achievement. Effective teaching methods are used, such as skilled question and answer sessions during the introduction of lessons, which make pupils reason and allow them to express their

views clearly. In the best lessons, the plenary session<sup>3</sup> not only consolidated learning, but also showed pupils what they should do next, in preparation for the following lesson. Learning resources are used well, classes are generally well managed and teachers insist on high standards of behaviour.

16. Teachers use a range of interesting ways to engage the pupils in lessons. This ensures they listen attentively and take part in all activities enthusiastically. The use of the interactive whiteboards<sup>4</sup> enables teachers to demonstrate, and pupils to see, how to approach their work. Good opportunities are provided for pupils to talk together in pairs to share thoughts and spark off each other's ideas before starting practical tasks. This ensures they have thought through what to do before starting and therefore are productive as soon as they start work. Teaching assistants make a significant contribution to pupils' learning in most lessons. Relationships are very good and so pupils get along together very well when working in small groups and pairs.
17. The teaching of pupils with special educational needs is good throughout the school. This is because their individual education plans are carefully written to meet their specific needs. Teachers and teaching assistants have established good means of communication through discussion and the keeping of notes in order to prepare carefully on a day-to-day basis. This provides sharply focused and effective support when pupils are taught in groups in and out of the classroom. This extra support ensures that pupils sustain concentration and make good progress. Carefully planned work means that pupils achieve their targets.
18. Pupils' learning is enhanced by their own positive attitudes to school. They collaborate well and form good relationships with each other, and their teachers. This aspect was illustrated very well in a Year 5 science lesson when a teacher had been using the interactive whiteboard to illustrate evaporation. Tasks to set up an investigation into evaporation were set at appropriate levels and pupils worked well collaboratively to complete these. In this, and in other classes, pupils apply themselves well, present their work neatly and produce a good volume of work in the time available. This is because teachers have high expectations of what pupils are capable of achieving and ensure that everyone is included and does their best. A good quantity of homework is also completed by pupils on a weekly basis.
19. Assessment procedures are satisfactory but there is scope for improvement, particularly in the foundation subjects. Assessment procedures for the core subjects of English, mathematics and science are very good and thorough. The tracking of pupils' progress is undertaken and information is easy to extract so that clear patterns can be discerned as pupils move through the school. However, assessment in the foundation subjects and religious education is at an early stage and is currently incomplete. Marking is generally thorough and most teachers make valuable comments which help pupils to understand what they have to do to improve, but this is not an embedded practice with all staff. Some comments made by teachers are too bland and are not focussed sufficiently on ways in which improvement can be made. All pupils have specific targets for improvement and many older pupils know exactly how their performance in English and mathematics can be improved. Assessment is used well to identify pupils who will benefit from additional support with their learning.

## **The curriculum**

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<sup>3</sup> Plenary session- the final part of the lesson, which is used to consolidate pupils' learning.

<sup>4</sup> Interactive whiteboard - a projector linked to a computer which projects images onto a white screen

The school provides a good curriculum. There is an extensive programme of enrichment activities. The accommodation is satisfactory and resources are good overall.

### **Main strengths and weaknesses**

- Pupils benefit from the well-planned curriculum, which is matched well to their learning needs.
- The school's curriculum reflects its broad and inclusive approach.
- Provision for pupils with special educational needs is very good.
- Although opportunities for pupils to write at length have been built into many areas of the curriculum this has not yet been fully implemented.
- The good provision for enrichment and activities outside lessons extends pupils' learning and experiences well.

### **Commentary**

20. The school ensures that the statutory requirements of the National Curriculum are met since planning is based on national guidance. The arrangement to extend the foundation stage curriculum to pupils in Year 1 is very good because it promotes a smooth transfer to the National Curriculum and is matched very well to where the pupils have reached in their learning. The school adapts topics well so that they are relevant for all pupils and planning ensures there is appropriate challenge for pupils of differing attainment. The school has rightly concentrated on building pupils' language, mathematical and independent learning skills and, as a result, standards are improving. However, although subject leaders have built opportunities for writing into medium term planning, this has not yet been fully incorporated into teachers' planning, which means pupils' progress in writing is slower than in other aspects of English. Subject leaders prepare action plans with key targets for development based on an audit of needs. These are used well to form the basis of whole-school curriculum targets which are a part of the school improvement plan. In this way, senior members of staff are effective in keeping the curriculum under continuous review and managing developments through to completion. The extension of the morning timetable to three sessions is having a good impact on achievement because time is used efficiently.
21. The headteacher and all staff give a strong emphasis to pupils' personal development since many pupils enter school with low self-esteem. They place pupils' personal, social, health and citizenship education (PSHCE) at the heart of the curriculum to promote personal growth and enable pupils to achieve well. In this they are very successful. Provision for pupils with special educational needs is very good since, for example, all pupils identified for enhanced support receive a specific and concentrated programme by a very experienced teaching assistant. The success of this work is demonstrated by the many pupils who achieve well and are taken off the intense programme. Pupils' individual education plans are good, with carefully structured targets.
22. The school provides good opportunities for enrichment through a good variety of visits to places of interest. Many visitors are invited into the school, for example a nurse to discuss aspects of personal and health education, a teacher from the partner secondary school to support ICT and visitors for special occasions such as a Chinese day. During the week of the inspection a visiting drama teacher worked with all pupils in Year 6 on a production to be performed on the Friday. This provided a high level of



challenge and interest, identifying skills, for example, in boys' singing, and providing a very good focus to bring together many areas of pupils' learning.

23. The school has a good level of staffing to deliver the curriculum. Accommodation is satisfactory; the school is currently in the middle of an extensive building programme to improve provision. There is a good specialist ICT suite which is having a good impact on achievement and teachers are becoming more confident and effective in the use of the classroom interactive whiteboards. The quality and range of learning resources are good, and they are organised well for convenient access. There is a satisfactory selection of library books and the school recognises that this is an area of continuing development in order to encourage pupils' independent learning skills.

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

The school has very good procedures to ensure the health, safety and welfare of pupils. Very good support, advice and guidance are provided for pupils. The school's measures for taking pupils' views into account are good.

### **Main strengths and weaknesses**

- There is a very strong emphasis on pupils' care, welfare and support, which is underpinned by the very good relationships between staff and pupils.
- Pupils are helped to settle into school very well.
- Healthy living is encouraged and promoted very well.
- The school council provides an effective way to give pupils a voice in the life of the school.

### **Commentary**

24. The health, safety and welfare of pupils are of paramount importance to the school and the procedures to support these are fully in place. The strengths found at the time of the last inspection have been fully maintained. During the extensive building work staff and governors have worked well to ensure that pupils' safety is a key priority. Pupils quickly develop very good and trusting relationships with staff, know where to find help if they need it and are confident to ask for such help. Parents appreciate the care and concern shown by staff. The headteacher has a pivotal role in the care of pupils and is very well supported by all adults in the school community. Staff know pupils, their families and their personal circumstances very well. They are sensitive to pupils' needs and are therefore able to provide very good personal support.
25. Teaching assistants provide very useful support in lessons to ensure that all pupils, whatever their ability, can achieve as well as possible. General help and reassurance are good, which ensures that pupils feel confident and persist with work they find difficult. The quality of marking is good and checks on how well different pupils are doing. Advice is good and specific to the needs of each pupil.
26. Children new to the foundation stage are helped to settle in very well and soon become used to the routines of school. There are ample opportunities for the exchange of information between home and school and parents are shown ways in which they can help their children to make a good start to their education. All parents who expressed a view feel that the school has good arrangements for induction into the school and pupils who join the school in other year groups report that they are made to feel

welcome. Pupils in Year 6 feel that they have been prepared well for the transition to secondary school.

27. The school provides very good care for pupils with special educational needs, and this enables them to gain in self-confidence and to achieve. Regular reviews ensure that all aspects of pupils' development are taken into account. Careful observations help inform teachers in their planning and contribute to the guidance given to pupils on how to improve.
28. The school works well to encourage pupils to adopt healthy lifestyles and hosts a free breakfast club for pupils. Fruit and other healthy snacks are available for all pupils. Pupils learn about the need for healthy eating and exercise in PHSCE lessons and these messages are reinforced in other lessons as well as informally during the school day. A recent initiative has been the introduction of 'Freddie Fit' activities, both in physical education lessons and in an after-school club, which helps to make exercise enjoyable.
29. The school's efforts to involve pupils in the life of the school are good. Pupils in all year groups are confident to express their views and know that their opinions and suggestions will be taken seriously. This reflects the positive ethos of the school, where all pupils are valued as individuals. The school council provides a more formal means for pupils to voice their views and to be involved in decisions which have an impact on the school environment.

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

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

### **Main strengths and weaknesses**

- The vast majority of parents have positive views of the school and hold the staff in high regard.
- The school actively encourages parents to be involved and provides courses to help them to support their children's learning.
- The school has highly productive links with the community which contribute well to pupils' learning.

### **Commentary**

30. Most of the parents who expressed a view are very positive about all that the school provides. They feel that the school caters well for their children's needs and they hold the staff in high regard. They are particularly pleased with the way in which the school is run and the way in which they are made to feel welcome in school. Almost all feel that their children are taught well and are doing as well as they could. Some parents expressed concern about the behaviour of a few pupils although the school has very good measures in place to ensure that the conduct of those pupils with behavioural difficulties does not have an impact on the learning of others.
31. The school works very hard to involve parents in the education of their children and welcomes them into school to help in lessons. Where this happens, the support is highly effective and has a positive effect on pupils' learning. The school is keen to help

parents to acquire the skills they need to be able to help their children at home and also to further their own learning. Courses are held in school both during school hours and in the evenings. One such course, 'Parents and Children Learning Together', helps parents with computer skills and has been so successful that it is currently being taught by a parent who first attended the class as a student. Parents are kept well informed about the school and its work and there are ample opportunities, both formally and informally, for parents to discuss their children's progress with staff. However, annual written reports provide parents with too little information on how their children could improve their work.

32. The school has established a very good working partnership with parents of children with special educational needs. Parents are invited to the twice-yearly reviews and are kept fully informed about their child's needs and progress.
33. The school is very much part of the local community. The headteacher and governors have sought funding and recently been awarded extended school status, which will now enable the school to provide additional facilities for pupils and for members of the community. A Learning Link worker liaises with staff to work on a project which creates more opportunities for parents to be directly involved in pupils' learning. There are good links with other schools, including the local secondary school. The very good community links the school has established are successful in raising the profile of the school and in emphasising the value of education in the community.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good overall. The governance of the school is very good. The leadership of the headteacher is excellent and the management of the school is very good.

### **Main strengths and weaknesses**

- The high quality leadership identified at the last inspection has been maintained.
- The ethos of the school ensures that all pupils are valued and provided for.
- Subject leaders manage their areas very capably.
- The school's policy for monitoring and evaluating its own performance is rigorous and effective.
- Governors know their school well, provide good support and are aware of the need to continue to challenge the school.
- The school's finances are well managed.

### **Commentary**

34. At the previous inspection, the leadership and management of the school were judged to be very good. Since then there has been an almost complete change of staff and management but, because of astute appointments and the continuation of very secure systems, the leadership and management of the school remain very good and the school maintains its very good local reputation. Many teachers have joined the school at various times during the last year and some are on short term contracts for staff on sickness and maternity leave. Despite this disruption, all staff work very well as a team, and the school has done extremely well to maintain a consistently good quality of teaching over that time. Actions taken by subject leaders appointed over the last

eighteen months have been a major contributory factor to the improved standards in national tests. The governance of the school continues to be very good and governors maintain an active role, are keenly aware of their responsibilities, and appropriately and effectively challenge the school.

35. The headteacher has an inspirational vision for the future direction of the school. Her vision builds on the strong aims and values of the school. She is committed to ensuring that all pupils achieve as well as they can, and that everyone feels involved in the school's work. All members of the school community, including the pupils, have a voice in how the school is led and managed. In addition, the school has good arrangements to ensure that pupils with special educational needs are involved fully in school activities and events. This is partly achieved through the ethos of caring support that permeates the school, and stems from the headteacher's vision of meeting the needs of all pupils. The headteacher has an open door policy which welcomes parents and the local community.
36. New appointments to the school have been managed very well in the last two years and new staff, including newly qualified teachers, are very effectively inducted into the school. Subject leadership is very good overall because staff have a good overview of their subjects. By carrying out observations of lessons and providing support for colleagues, subject leaders have helped to raise standards in most subjects. Although their role in monitoring lessons has had to be temporarily suspended because of financial constraints, it is planned to resume this exercise in the new school year. Very good use is made of co-ordinators' skills, and where these may require updating or improving, training is provided to enable them to fulfil their roles as effectively as possible. As a result they provide high quality advice to colleagues. The school welcomes input from other sources and involves various educational groups and visitors to help further advance its provision. It seizes every opportunity to apply for additional funding in order to help the pupils' learning.
37. The school's approach to strategic planning is very strong. There is a detailed three-year development plan, which continues to emphasise on-going improvement. Key areas for improvement in the latest plan include writing and assessment in the foundation subjects, which were also the areas highlighted by inspectors for development. Many subject leaders have already adapted planning to show improved opportunities for writing at length although this has not yet been fully implemented and monitored. Particularly good use is also made of information available to evaluate the quality of the school's work. This includes results from national and other tests, and regular classroom assessment, as well as the monitoring of teaching and analysis of pupils' work.
38. The governing body is fully involved in school decisions. It provides very good support and fulfils all its statutory duties. Good relationships exist between staff and governors. Many governors regularly visit the school so have a very good awareness of standards and achievement, and of the school's strengths and weaknesses. Regular meetings take place with subject leaders and provide a useful means of evaluating how well the school is tackling weaker areas. The governors receive very good information on the curriculum through reports from the headteacher and operate effectively in committees that deal with issues relating to the curriculum, staffing, finance and premises.
39. The financial management of the school is very good. There are very good procedures in place to ensure that the budget is effectively and efficiently managed. These are regularly checked by both the head and the governors' finance committee. Financial

planning is very good, with the budget being clearly set to ensure that the school's current and future planned priorities are considered with care. All elements of the school's spending are evaluated to ensure that the most economic, effective and efficient quality of education and support is provided for the pupils in its charge. The financial information presented below shows a large carry-forward figure resulting from monies having been paid into the school's account right at the end of the financial year to cover expenditure in respect of the extended school buildings and status and the appointment of staff connected with this.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)	
Total income	941972
Total expenditure	837431
Expenditure per pupil	2727

Balances (£)	
Balance from previous year	14786
Balance carried forward to the next	119327

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

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

40. Provision for children in the foundation stage unit is very good overall. There are particular strengths in personal, social and emotional development and language development which are due to very good teaching and learning in these aspects. The teaching shows a very good understanding of the needs of children of this age, and the support provided by the trained assistants is of high quality. The curriculum is exciting and innovative and matches the six areas of learning for this age very well. Pupils with special educational needs receive well-targeted support, carefully matched to their own capabilities. There is very good leadership and management of the foundation stage. Teaching time is well organised and there is very good monitoring of pupils' progress and good record-keeping which is building up into a comprehensive record of achievement. The accommodation for the pupils is good and has a good outside area where pupils can pursue curriculum activities as well as ride on a range of wheeled vehicles and use play equipment. There has been very good improvement since the last inspection, particularly in the way in which the foundation stage is organised and managed.

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

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

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

- Children achieve very well and are developing self-confidence because of the good organisation and well-established classroom routines.
- Very good relationships are evident, which make the children feel secure and cared for.

#### **Commentary**

41. When pupils enter the nursery they have very poor personal and social skills. They make very good progress and achieve very well because they are taught very well in small groups. They are presented with many opportunities to learn and play together and become familiar with consistent everyday routines. When they move into the reception year they have learned to sit sensibly and listen to their teacher and to share with their peers. The reception class staff build well on these experiences and teaching is good, enabling children to learn effectively. The children respond very well to daily routines with which they are now fully at home. They know what to do on entering school, and the routine for taking the register and getting ready for play, milk and lunch times. They relate well to one another and show concern and care where appropriate. There is a good variety of activities and these ensure children are purposefully employed and enable them to move confidently from task to task. They work very well in small groups together and with a member of staff.
42. Adults work constructively with the children, helping them to take turns and encouraging sharing. Adults provide good role models and children respond positively

to the care shown towards them. Children make good progress and are beginning to maintain their concentration for a longer time. When working as a class group, children are expected to take turns, put up their hands when answering questions, and listen carefully to each other. Behaviour is good and children are kind and courteous to each other. Although some will reach the early learning goals by the time they reach Year 1 there is a significant minority who will not.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers plan and organise activities well so that the children can practise and develop a full range of skills.
- Adults' skilled interaction with the children ensures that they learn to use language appropriately.

### **Commentary**

43. When children enter the nursery class they have very poor speaking and listening skills. They have a very limited vocabulary and are clearly unused to speaking before an audience or taking turns. The priority in the nursery is to develop these skills and a good range of activities is provided to enable them to do this. The quality of teaching is very good and children achieve very well from a very low level although only a very few of the current term's intake recognise any letters and most do not know their sounds. There are several opportunities for pupils to use a range of tools in order to experiment with early writing and pretend to write. Appropriate and varied materials are provided for them.
44. In the reception class appropriate opportunities for speaking and listening are provided in early morning sessions, snack time and when they are working in their groups. Teaching is very good and children make very good progress in extending their vocabulary, and there are many opportunities for speaking in order to help develop writing skills. For example, pupils are helped and encouraged to answer fully, although most find this very difficult, so they become familiar with constructing sentences. Reading skills are developing well given children's low starting points. A few children sound out simple words confidently. Sounds are taught through the use of appropriate books and practical activities such as creating a simple booklet to reinforce their learning. However, although children make very good progress few are likely to meet the expected levels by the time they move into Year 1.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The majority of children achieve well although they are unlikely to reach the expected levels by the end of the reception year.

- The quality of teaching and learning is good.

### **Commentary**

45. Children in the nursery class are given appropriate opportunities to develop early mathematical concepts through whole-class and group sessions. During focused group activities learning is good. Adults use questions well to probe the children's understanding and develop their counting skills. For example, when sorting animals using set criteria, skilful questioning enabled children to achieve well. They could match animals to each other in the same group by identifying, for example, that they all had four legs. The activity was made relevant through good links to the story of the Noah's Ark being learnt in literacy sessions. When they move on to the reception class, children continue to achieve well, although by the end of the school year most still will not reach the expected levels in their mathematical development. Children enjoy mathematical activities and learn effectively because the teaching is good and made lively and interesting for the children. They sing simple counting rhymes, matching written numbers to those in the song. The teachers prepare thoroughly and provide a good range of stimulating activities. They give clear explanations and encourage independence and mature behaviour. All adults interact well with children, providing good support. A brisk pace is maintained and supplementary, more challenging activities are provided to extend those who are more able.

### **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The teachers provide a wide range of activities in order to develop pupils' knowledge of the world around them.
- Children's computer skills are developed well.
- Pupils are taught to observe carefully in order to learn about their environment.

### **Commentary**

46. Most children enter the nursery with a very limited knowledge and understanding of the world in which they live. The quality of teaching and learning is good throughout the nursery and reception classes although most children are unlikely to achieve the early learning goals by the end of this year. Children make good gains and achieve well because the teachers provide activities which interest and excite them. Observational skills are developed well. For example, after visiting the on-going building improvements at the school, children were working on their own building site complete with diggers, concrete mixers and a range of hand tools. As well as improving their understanding, this activity also reinforced their language skills as they described what they were doing. Computer skills are developed well in both the nursery and reception classes. Children in the nursery are at an early stage of developing their mouse skills. They use a simple program to 'Find Spot', and, as they become more proficient, progress to a program requiring them to click and drag number cubes to match numbers. Some children have sound computer skills although most still have some problems manipulating and controlling the mouse. Appropriate provision is made for pupils' religious education; they reflect on their own experiences, and also learn about events in the Old Testament such as the story of Noah.



## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well and attain average standards by the end of the reception year.
- The quality of teaching and learning is good.

### **Commentary**

47. Children join the nursery with better attainment in this area although it is generally below average. They achieve well and by the end of the reception year the majority are meeting the expectations of the early learning goals. The quality of teaching and learning is good because sessions are well planned and teachers use clear explanations, which the children understand. The activities provided in the nursery are varied and interesting and, because resources are good, they enable children to improve their co-ordination. In the reception class children become more independent. They manage to undress and dress themselves with increasing competence. At the start of formal lessons they warm up well – showing some understanding of the need for exercise. They participate enthusiastically and, because of the way lessons are taught and managed, improve many skills during the course of a fitness session.
48. The children have regular access to a wide range of equipment in the outside area, including wheeled toys. Inside they have the opportunity to use a range of implements, such as scissors and writing materials to help develop their fine coordination.

## **CREATIVE DEVELOPMENT**

49. It is not possible to make an overall judgement on provision or teaching in this area. However from planning and the work on display it is evident that this is appropriately planned for and pupils do have opportunities for painting and experimenting with a range of modelling materials. In addition, the stimulating and exciting role play areas provide opportunities for pupils to use their imagination and play out situations.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well overall. Achievement in reading and speaking and listening is very good.
- Achievement in writing is good, but not as good as in the other areas of the subject.
- Teachers in most, but not all, classes give a good emphasis to early literacy skills.
- Writing skills are not applied sufficiently in other subjects.
- The English coordinator provides very good, experienced direction.

### **Commentary**

50. Pupils achieve well by the end of Years 2 and 6. Standards in speaking and listening, spelling, and writing are well below average by Year 2. Reading is below average. Many pupils still have limited speaking skills as they enter Year 1 so that they do not have the vocabulary to talk much about their ideas. A few higher attaining pupils speak expressively in full sentences but by Year 2 several pupils give only one- or two-word answers despite the teachers' good questioning and encouragement. Listening skills are better and reflect the school's very good emphasis on consideration for others. Pupils benefit from carefully presented introductions to lessons, which provide good examples of correct English for pupils. Pupils talk animatedly to their talking partners and share ideas well but they are much more reticent in explaining to the whole class.
51. There is a wide range of attainment in reading by Year 2, and overall standards are below average. A few higher attaining pupils read fluently with good comprehension and are well on course to reach Level 3. Most pupils read simple familiar words confidently and use the context of a story for clues. However, many pupils do not use letter sounds, blends and other strategies confidently to build unknown words. There are good procedures to encourage daily reading at home although comments from children indicate a very mixed level of home support.
52. The very good initiative to make termly writing assessments provides good evidence of pupils' progress in their writing skills by Year 2 although many find writing very difficult. Only the higher attaining pupils write expressively with a good hand. Very few pupils link the letters to form joined writing in a fluent style. Most pupils spell simple words correctly and make reasonable attempts to spell unfamiliar words using letter sounds. Most can read back what they have written. Teachers introduce simple punctuation strategies in interesting ways and provide good motivation for pupils to write. By Year 2, most pupils use capital letters and full stops correctly and a few use speech marks and question marks.
53. Pupils continue to make good progress in Years 3 to 6 because effective teaching reinforces and extends their understanding and language. Teachers encourage pupils to talk together as preparation for writing, and this is effective in improving their speaking and listening skills. They talk volubly in small groups but many are still reticent at speaking to the whole class. Several pupils are creative in their use of language when given the motivation. For example, in Year 4 pupils suggested 'tonguetastic' when preparing alliterative phrases to persuade people to buy a product, and 'Fly high with flight trainers'. By Year 6 the great majority of pupils listen well to others, learning to negotiate in order to reach agreement.
54. Standards of reading are average by Year 6. The school has recently invested in a range of books designed to appeal to boys' interests. These are having a good impact on the standard of reading. Higher attaining pupils read fluently with good expression; they interpret the text well. Other pupils mostly read at the level expected, with a few hesitations.
55. Pupils make good progress in much of their writing, although not as great as that made in reading. Pupils have more opportunities to practise their reading across other subjects than they do their writing skills. Pupils show a developing personal style in their writing, and often good expression of ideas. Spelling has improved and pupils have more secure grammar and punctuation. The sentence structure and style improve from short, simple phrases using 'and' and 'but' for connecting words to well-constructed and interesting complex sentences by Year 6, sometimes using connectives that give a sense of time. Pupils' writing shows an increasing use of

adjectives and colourful expression to interest the reader. Pupils' planning books demonstrate comprehensive attention to a wide range of strategies and literacy skills which have a strong impact on their language development. At present this does not extend to their written work across the curriculum.

56. Teaching is good throughout the school. Pupils take a good interest in the tasks and are keen to contribute answers. Teachers plan relevant and worthwhile tasks using national guidance, and capture pupils' interest well through good introductions, often using the interactive whiteboard effectively. They generally set high expectations so that there is a good working ethos. Tasks earlier in the week build well to challenge pupils to produce more extended writing later. Pupils with special educational needs receive very good support from the classroom assistants. The very good relationships and rapport help them to succeed. The marking of pupils' work is generally good with comments on how to improve. Pupils are given targets related to National Curriculum statements and pupils are increasingly aware through the school of these and of their own performance. The assessment tracking procedures are very good.
57. Leadership and management are good overall. The subject coordinator provides very good direction. She has introduced good initiatives to improve standards and provision, including the termly writing assessments which enable teachers to read and evaluate each child's writing, identifying strengths and appropriate areas for development. The good emphasis on oracy and on extended writing also has a positive impact on standards. Time for monitoring classroom practice has been limited in the last term for financial reasons. The quality of resources is good. The school has made good improvement overall since the last inspection and has taken good action to remedy the issue identified at that time.

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

58. The opportunities pupils receive to promote their language and literacy across the curriculum are satisfactory. However, this has been identified as an area for improvement by the school and inspectors agree. Independent writing in subjects such as history, geography and religious education is limited and consequently pupils are not consolidating and practising skills learned on a regular enough basis to raise standards to closer to the average. Whilst some subject leaders have identified opportunities for pupils to use writing skills across the curriculum this is a very recent development and has not yet been fully implemented or monitored to evaluate the effectiveness of actions taken. In practice, reading receives greater emphasis and pupils have good opportunities to read accounts, instructions and a variety of texts.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils, including those with special educational needs, achieve very well because of consistently good or better teaching.
- Consistently good or better teaching helps pupils to enjoy mathematics and to work hard in lessons.
- Teachers use classroom support assistants very well to help pupils learn.
- The leadership of the subject is very good.

- ICT is used very well to support pupils' learning.

## **Commentary**

59. The standards of work seen in the current Years 2 and 6 are broadly average. Although standards have fallen slightly since the last inspection achievement is very good because of pupils' low starting points. Many pupils enter Year 1 with well below average levels of understanding but very good teaching throughout the school helps them to achieve very well both in mental calculations and in written computation.
60. Teaching is very good overall. The teaching seen during the inspection was never less than good and in half of the lessons it was very good or excellent. Teachers know the subject well. They have high expectations of pupils and plan work that is matched very well to their abilities and needs. Very good use is made of classroom assistants. They work very well with teachers to support pupils and make particularly valuable contributions to the achievements of pupils with special educational needs. A notable strength of lessons is the skill with which teachers use questions to help pupils learn. In an excellent lesson in Year 5, the teacher answered pupils' questions by posing them further questions that helped pupils to work out the solutions for themselves. Well-planned mental mathematics sessions at the beginning of lessons ensure that most lessons start and continue at a brisk pace. The work makes pupils think hard and reinforces the high expectations that teachers have of pupils. In most lessons, pupils get on with their work well because teachers' explanations are clear.
61. Teachers make very good use of ICT in their lessons. They choose computer programs well to support what pupils learn. Teachers make very good use of interactive whiteboards, which benefits pupils by enabling them to understand new ideas more quickly. The school has worked hard to remedy the weakness from the previous inspection and now gives pupils good opportunities to explain their working. They work well in pairs and small groups, discussing their ideas, although some average and lower attaining pupils find it difficult to explain what they mean. Pupils know how to improve their work because teachers give them clear spoken and written guidance.
62. The leadership and management of the subject are very good. The subject leader is knowledgeable and determined to raise standards, and also has the ability to see this through. Very good procedures are in place to check pupils' progress over time and teaching and learning in lessons are monitored. Close study of assessment data has given the subject leader a clear understanding of the subject's strengths and weaknesses and the need to investigate the teaching styles most suitable to these children. Following national tests, pupils are set targets to achieve and the progress towards these is closely monitored. Given the commitment of the subject leader and the rest of the staff, the school is in a good position to raise standards.

## **Mathematics across the curriculum**

63. Mathematics is used well to support learning in other subjects. In history, pupils develop a sense of chronology when they study timelines. They collect information in lists to convert to graphs using ICT. In design and technology, pupils weigh out the ingredients for making biscuits and measure the wood they use to make model cars.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well to reach average standards in science by the end of Year 6.
- The quality of teaching is good, making good use of a range of resources.
- Leadership and management of the subject are good.
- Assessment procedures and systems for recording the results of assessments are well developed.

### **Commentary**

64. Standards in science are average in Years 2 and 6. There has been a significant improvement in the level of pupils' scientific understanding since the previous inspection and by Year 6 pupils describe how to carry out experiments and fair testing knowledgeably. Pupils with special educational needs make the same very good progress as their peers because of the very good teaching and focused support they receive from classroom assistants.
65. Only a limited amount of teaching was observed during the inspection and judgments are based on this, the quality of work in pupils' books and discussions held with Year 6 pupils. The quality of teaching is good with some very good features. Teachers' subject knowledge is good and lessons are well sequenced so that pupils are effectively challenged to use their knowledge and understanding. Lessons build carefully on pupils' previous learning. In a lesson for Year 5 pupils, imaginative teaching and skilful questioning led to pupils developing high levels of interest and enjoyment. Keen involvement in practical activities helps pupils of different abilities to learn well. This was apparent when Year 5 pupils focused on solids, liquids and gasses. They could describe accurately the processes and changes involved when a block of ice is heated until it turns into a gas. They could devise an experiment to show how water becomes a gas and describe clearly the processes of evaporation and condensation. Pupils collaborated really well in this activity because they are used to working productively together, knowing that their ideas will be treated with respect.
66. Pupils apply numeracy skills well, for example when making accurate use of measurement and graphs. The opportunities for using ICT in science are increasing and are currently satisfactory. Pupils use data-logging equipment effectively and create graphs and tables from the results. The systems for assessing and recording pupils' progress are very good and information about pupils' attainment and progress in science is readily accessible. As a result, teaching is well focused and pupils have a very good idea of their level of work and how best they can improve. This very precise guidance is a major contributing factor to pupils' very good achievement. Marking is conscientiously completed and generally provides suggestions for improvement.
67. The subject leader is competent and provides good leadership and management. Through her professional competence and enthusiasm, she has led the development of the subject well and there has been good improvement since the last inspection. She has monitored planning, teaching and pupils' work effectively. Consequently she is aware of what needs to be done to improve the curriculum in order to further improve standards.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

## **Main strengths and weaknesses**

- Pupils achieve well.
- Tasks are relevant and provide good opportunities for learning.
- Pupils have good attitudes towards ICT.
- The leadership and management are good.
- The use of the interactive whiteboards is developing well but they are not yet used fully.

## **Commentary**

68. Standards are broadly in line with those expected in Years 2 and 6. Pupils achieve well because teachers and support assistants provide good opportunities for pupils to become confident with ICT skills. By Year 2 most pupils log onto the computers confidently and open up the relevant programs. They use the mouse competently and use the icons and features of programs to produce text and pictures. Pupils are not so skilled in using the keyboard but they type short pieces of text and, with help, they import pictures to produce an attractive piece of work. In Year 1, for example, pupils learnt to insert pictures from clipart and to change the size of text by highlighting.
69. Pupils continue to achieve well in Years 3 to 6, demonstrating developing confidence in applying ICT skills to a range of tasks. Pupils' previous work includes examples across all ICT topics. By Year 6 pupils have a sound knowledge of spreadsheets and know how to enter a formula to make calculations. They know the steps to convert a table of data into a graph. Pupils have also prepared PowerPoint presentations with animated titles and key points of information, set out with attractive backgrounds, animations and special sound effects. They have used a publishing program, setting out text in more than one column, and have used word-processing features to add colour, change the text style and import pictures. Pupils access the Internet confidently to search for information and most know the basic steps for an efficient search. They have learnt to enter commands for a floor turtle, for example, so that it follows a sequence of steps, and pupils use data-logging equipment to track changes, for example, in temperature.
70. Teaching is good overall. In the lessons seen, teachers made sure they introduced tasks in enough detail for pupils to know what was expected, leaving good amounts of time for pupils to work independently to practise and extend their skills. In all lessons, pupils were given good opportunity to work together in pairs to talk about their work and so complement each other's skills well. Teachers' subject knowledge is good because all have benefited from recent training. Pupils sustain good interest in the tasks throughout their lessons. They concentrate well and work hard to produce an attractively finished piece of work. The quality of teaching and learning is good and promotes good achievement. Teachers prepare pupils carefully for the tasks, sometimes using an interactive whiteboard so that the steps are explained clearly. The teachers and support assistants interact well with pupils so that problems are resolved without doing the task for them. Pupils with special educational needs are supported well to ensure they make good progress.
71. The school has made good progress since the last inspection. Pupils' achievement is better because teaching has improved and the quality of equipment is better. There are good procedures for all pupils to save their work and take personal responsibility.

Leadership and management are good. The subject coordinator provides good direction and is keen to improve the links between ICT and other subjects. He is making good progress in setting up whole-school assessment procedures in order to track pupils' progress and experience.

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

72. Most teachers are competent in using the interactive whiteboards to make presentations in other subjects. At present there are only a few examples of more imaginative use, for example, to show film excerpts or prepared slides. The facilities of the ICT suite are being used increasingly to promote learning in other subjects, for example by using data-logging devices for science or searching the Internet in history. The school has a satisfactory selection of computer programs to support learning across the curriculum, such as in mathematics, art and design and history.

### **HUMANITIES**

*History and geography and religious education were sampled.*

73. There is an appropriate scheme of work in place for **geography**, which provides opportunities for pupils to develop their knowledge of their immediate environment and increase their understanding of the wider world as they grow older. The samples of pupils' work seen suggest that teachers are devoting sufficient time to the teaching of geography. In their planning they include opportunities to develop literacy and numeracy skills and create imaginative links with other subjects. The topics recommended by the National Curriculum are covered satisfactorily and there is an appropriate emphasis on the development of technical skills and vocabulary. Assessment systems are not yet fully developed in geography and record keeping is rather ad-hoc and inconsistent between classes. There have been few opportunities to check the quality of teaching and learning in lessons, but teachers' planning and pupils' work have been looked at carefully to evaluate achievement and standards. Therefore the school has a clear picture of what is happening in the subject.
74. Evidence gained from the lessons that were seen, from talking to pupils and looking at work shows that standards in **history** are broadly average in Years 2 and 6. This reflects the situation at the previous inspection. In the lessons seen in Years 3 and 4, the work on Ancient Egypt was matched well to pupils' abilities. Relationships were good and pupils gained great enjoyment from interpreting simple hieroglyphics and number problems. The subject provides good opportunities for the development of research skills and the recording of historical evidence. By Year 6 pupils have a good understanding of how to find out about the past, using pictures, artefacts and documents as well as the Internet. They learn about local history and life in Victorian times through visits to places of local interest such as Hornsea Museum. The leadership of history is good. As yet, ongoing assessment of history is of an ad-hoc nature with little consistency between classes and this is an area for development. However, the subject leader has carried out a thorough assessment of standards and has worked out how history topics can be used to support learning in English. Because of temporary absence, the plans have not been fully implemented and as a result opportunities are missed to develop pupils' writing in history in Year 6.
75. An examination of pupils' work in **religious education** shows that the school provides a programme that meets the requirements of the locally agreed syllabus satisfactorily.

It is not possible to make an overall judgement on teaching and standards because only one lesson was timetabled and observed during the inspection. In Year 2, pupils develop a sound understanding of what makes a family. They give examples of the differences between their own and Jewish family life. Pupils learn about religious leaders such as Jesus and Guru Nanak and the significance of the symbolism of light to Christians. They carry out research into Hindu weddings using the Internet. By Year 6, pupils have a sound understanding the major Christian festivals such as Christmas and Easter, and the importance of the Bible to Christians. However, their knowledge of other faiths is more limited. They know that the New Year celebrations are important to the Chinese community but have limited knowledge and understanding of the festivals of other world religions. The teaching observed was good and was enhanced by the good use of relevant resources to illustrate the story of the Good Samaritan. Leadership and management of the subject are sound. Satisfactory progress has been made in devising assessment procedures but these have not yet been fully implemented across the school. There are good links with the local church. Teachers encourage pupils to join in discussions and as a result there is a limited amount of written work although pupils' learning is satisfactory. However, this practice limits opportunities for developing pupils' writing skills across the curriculum.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Physical education was inspected in full and is reported below. Art and design, design and technology and music were sampled.*

76. From the work examined in **art and design** it is evident that pupils experience a broad curriculum and standards were broadly average in the work seen. Pupils have experiences of working with a wide range of media, such as clay, printing materials, pastels and paint. They explore the work of other artists; for example, pupils in Year 6 studied the work of Van Gogh and created their own still life pictures from natural objects. Sketchbooks are used well. As yet assessment systems have not been fully developed, which means that there is no consistent record of pupils' progress. This is an area for development.
77. Standards in **design and technology** are average in Years 2 and 6. In the one lesson seen, teaching was satisfactory. The work seen was of sound quality overall. However, when pupils worked with students from a local college to make model cars to take part in races, the standard of their work was better. Work in design books shows that teachers provide a wide range of experiences for pupils. Pupils are aware of the need to plan, design and evaluate their work. Sound links are made with other subjects including science, art and design and history to make learning relevant and enjoyable. In Year 2, pupils use split pins to enable a crocodile's jaw to move. This is developed in Years 3 and 4 when they use simple pneumatics with a balloon and syringe to open the jaws. On-going assessment is largely ad-hoc and is not consistent between classes.
78. Standards in the **music** observed indicated that the pupils seen are likely to meet the required standards by the end of Years 2 and 6. Pupils experience a good selection of musical styles through the daily assemblies and musical appreciation is part of the scheme of work. Pupils sing tunefully in assemblies. The rehearsals for a special production by Year 6 pupils identified singing talents amongst some of them. Pupils rehearsed a movement sequence to lively music and most responded well to the



rhythms. Teachers assess pupils' progress informally, but there are not yet consistent procedures across all classes.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because they are active and challenged in lessons.
- Pupils are mostly keen to take part in activities and have good behaviour.
- The quality of teaching and learning is good and all pupils are included very well in activities.
- There is a good range of enrichment activities for physical education.

### **Commentary**

79. Standards are average across the school and pupils achieve well because teachers provide a good range of activities which challenge pupils at their own level of attainment. During the inspection, all classes were following a well-designed fitness programme with some ten activities in a circuit adapted for the differing ages and abilities. In Years 1 and 2, most pupils took part enthusiastically and worked hard at each task so that they achieved well. For example, in a very good lesson in Year 2 the teacher invited a boy to demonstrate his particular skills with a hula hoop to the other pupils, which encouraged them all to do their best. This approach contributes very well to raising pupils' self-esteem.
80. Pupils continue to achieve well in Years 3 to 6 through the impact of good teaching. In a very good lesson in Year 5, the class teacher demonstrated how to perform several tasks. He was very active around the hall as pupils worked, intervening frequently to explain how to improve as well as giving praise and encouragement. As a result, pupils sustained very good effort and made considerable improvements in skill.
81. The quality of teaching and learning is good overall. There is a very good approach to ensuring that all pupils are fully included in activities, particularly those with special educational needs. Teachers have a good structure for their lessons, including a suitable warm-up session and an emphasis on active participation by all pupils to promote stamina and a good range of skills. Most pupils respond well, are keen to take part and have good behaviour, although a few require firm discipline by the teachers. Teachers have good subject knowledge, including some teachers with a specialist background in physical education, which they use to good effect in helping pupils to learn new skills. Teachers are observant of the pupils during lessons and make good on-going assessments, although the school does not have formal assessment procedures.
82. The leadership and management of the subject are good. The subject leader has ensured there is a comprehensive curriculum with varied activities through the year, including swimming. Although regular assessment records are kept for swimming, assessment is inconsistent in the other areas of the subject. In addition, there is a good range of sports activities outside lessons; for example, a fitness club was

observed in which thirty pupils took part enthusiastically. The school has made satisfactory improvement since the last inspection.

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

*Personal, social and health education and citizenship was sampled.*

83. The school places the highest priority on pupils' personal, social and health education as the basis for all pupils' learning and in this it is very successful. From first entering school all members of staff treat the children with consideration and act as good role models for relationships. Snack times, discussions and exciting opportunities to explore in the foundation stage help to promote the school's good ethos. All classes have class discussion times which address issues such as feelings and taking personal responsibility for their actions. In Year 5, for example, pupils made positive statements about each other in turn, emphasising their good friendships or cheerfulness. The recipients of the comments took a close interest in the comments and said they felt happy that others said nice things. By Year 6 pupils are expected to take responsibilities around the school, and they are keen to do this, demonstrating good personal development. The school council also provides a good medium for pupils to take initiatives and to influence development. The subject leader gives good direction and has helped to introduce a comprehensive scheme of work, with a good structure. She has introduced simple but effective assessment procedures which help to track pupils' progress effectively.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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