

INSPECTION REPORT

KINSLEY JUNIOR, INFANT AND NURSERY SCHOOL

Fitzwilliam, Pontefract

LEA area: Wakefield

Unique reference number: 130969

Headteacher: Mrs J Brookling

Lead inspector: Dr J N Thorp

Dates of inspection: 17th – 20th January 2005

Inspection number: 267152

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: 222

School address: Kinsley Junior, Infant and Nursery School
Wakefield Road
Fitzwilliam
Pontefract
West Yorkshire
Postcode: WF9 5BP

Telephone number: 01977 722245
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Appropriate authority: The Governing Body
Name of chair of governors: Mr G Mellows

Date of previous inspection: November 2000

CHARACTERISTICS OF THE SCHOOL

Kinsley Junior, Infant and Nursery School is located in Fitzwilliam, near Kinsley, about six miles south west of Pontefract. Although the school is broadly average in size at present, the number of pupils on roll is falling. At the time of the inspection there were 194 pupils in Years 1 to 6 and 56 children attending full-time or part-time in the Foundation Stage. Most children come from the surrounding area. There is significant mobility of pupils, however, which is particularly high in some year groups. The area around the school displays the characteristics of socio-economic disadvantage, with around 42 per cent of children entitled to a free school meal, which is higher than that found in other schools. Attainment on entry is generally well below average. There are 43 pupils (22 per cent) on the school's register of special educational needs, which is higher than in most schools nationally. Most of these pupils have learning difficulties. Seven pupils have a statement of special educational need, which is also above average. A very small number of pupils have English as an additional language.

The school is involved in the *Excellence in Cities* initiative and the *Sure Start* scheme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6327	Dr J N Thorp	Lead inspector	Foundation Stage; Art and design; Design and technology; Physical education; Religious education
19365	Mr G Stockley	Lay inspector	
18101	Mrs A Sharpe	Team inspector	Mathematics; Science; Geography; History; Special educational needs; English as an additional language
18703	Mrs C Canniff	Team inspector	English; Information and communication technology; Citizenship; Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has improved significantly since its previous inspection; overall it now **provides a good quality of education**. The new headteacher leads the school well and there is a strong commitment to the inclusion of all pupils. Although standards are below the national average by the end of Year 6, the good teaching and pupils' very positive attitudes to school ensure that they make good progress from a very low starting point. Good provision for their personal development ensures pupils achieve well socially as well as academically. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress from a low starting point as they move through the school, but standards in English and mathematics are not yet high enough by the end of Year 6
- Although it is not yet consistent in quality across the school, teaching is generally good and most pupils achieve well
- The headteacher and her deputy provide good leadership, but subject leaders do not contribute enough to the management of the curriculum or the development of teaching
- Pupils' attitudes to school are very positive and their behaviour is very good
- Classroom assistants provide good support for all pupils, including those who have special educational needs
- Pupils have insufficient opportunities to work with the computers to support their learning
- Attendance levels are unsatisfactory and too many pupils arrive late for school

There has been good improvement since the previous inspection in April 2003. Overall standards have improved, even though they are not yet high enough in English and mathematics by the time pupils leave the school. Teaching has improved significantly, with very nearly all lessons seen in this inspection satisfactory or better. Leadership and management have improved, although subject leaders are not yet making a full contribution. Provision for pupils with special educational needs is much better and is now good. The partnership between parents and school remains underdeveloped.

STANDARDS ACHIEVED

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

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

Overall **achievement is good**. Children settle quickly in the Foundation Stage and the good teaching helps them to achieve well. However, the good teaching cannot fully compensate for the very low starting point of most children when they begin school and they are unlikely to reach the goals expected nationally by the end of the reception year in all areas of learning other than physical development. Achievement is good in Years 1 and 2, with

standards broadly in line with those expected in reading, writing and mathematics. In some year groups there is a much higher proportion of pupils with special educational needs and a much higher rate of mobility. This is reflected in the results of pupils in Year 6 last year, who nevertheless achieved well in relation to their starting point and made expected gains in their learning. As a result of the good teaching, pupils currently working towards the end of Year 6 achieve well and even though standards remain below the national average and are still not yet high enough, a higher proportion of them are likely to reach the standards expected of pupils their age. Throughout the school, pupils achieve the standards expected nationally in information and communication technology (ICT) and religious education. There is no difference in achievement among boys and girls and those with special educational needs achieve well because of the good teaching and support they receive.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Very good relationships and the strong support provided by all the adults ensure that pupils feel happy, valued and secure at the school and this contributes to their very positive attitudes. The behaviour of most pupils is very good. Attendance is well below average and too many pupils often arrive late.

QUALITY OF EDUCATION

Overall the quality of education provided by the school is good. Teaching is good overall, and particularly effective in the Year 5-6 classes and the upper set in Year 1-2. This contributes positively to pupils' good learning. A skilful team of classroom assistants provide good support, helping to ensure that all pupils are able to participate fully in lessons. Assessment procedures are good, helping teachers to track pupils' progress effectively and plan work to meet their learning needs. Pupils are well cared for and good provision is made for their personal development. The curriculum is satisfactory, but it is enriched with a good range of activities and visits. A closer partnership with parents is needed to help them support their children's education more effectively.

LEADERSHIP AND MANAGEMENT

Leadership is good. The headteacher and deputy provide good leadership, with a strong commitment to inclusion. Overall **management is good**, ensuring the school runs smoothly. Other key staff are becoming increasingly effective, but some are not yet fully contributing towards managing the curriculum or the development of teaching and learning. Governance has improved since the previous inspection and is now satisfactory; the governing body fulfils its legal responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

It was not possible to consult with many parents during the inspection and very few completed questionnaires were received, but those who did express a view were positive about the school and raised no concerns. Pupils have positive views about school. The vast majority enjoy coming to school, they are happy and feel secure and believe their teachers are helping them learn.

IMPROVEMENTS NEEDED

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

- Raise standards in English and mathematics by the end of Year 6

- Provide more opportunities for pupils to work with the computers in all subjects
- Ensure greater consistency in the quality of teaching across the school
- Develop the role of subject leaders, enabling them to contribute towards the monitoring, evaluation and development of teaching and learning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall pupils' achievement is good. Although there has been improvement, standards in English and mathematics are not yet high enough. Pupils of all abilities generally achieve well. High mobility and a high proportion of pupils with special educational needs have an adverse affect on the standards achieved.

Main strengths and weaknesses

- Children achieve well in most areas of learning in the Foundation Stage; achievement in creative development is satisfactory
- Pupils do well to achieve standards in line with those expected in reading, writing and mathematics by the end of Year 2; good teaching in the upper set in Year 2 is enabling these pupils to make good progress in reading and writing
- Standards in English, mathematics and science at the end of Year 6 in 2004 were well below average; standards amongst pupils currently in Year 6 are better and are now closer to those expected
- Standards in speaking and listening are below average throughout the school
- Pupils have insufficient opportunities to use their ICT skills in other lessons

Commentary

1. Children enter the school with wide-ranging levels of attainment, but overall standards are well below those expected nationally. Children's speaking skills in particular are frequently unsatisfactorily developed on entry so their ability to communicate and use language is often weak. The good provision in the nursery and reception class ensures that children make a good start to their time in school, however. There is a strong emphasis on both children's personal development and on improving their language skills. Learning is good and children make good progress in these areas of their learning because teaching is good. They also make good progress in their mathematical development. While there are some good opportunities provided to promote their creative development, achievement is satisfactory in this area of learning because children do not often choose these activities and so make progress less rapidly. Currently new building work is restricting opportunities for children to use the outdoor area and resources. Nevertheless their progress in physical development remains good, because the teacher and nursery nurses make alternative provision. As a result, a significant minority of children are on course to achieve the goals expected of them in this area of learning by the end of reception.

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

Standards in:	School results	National results
Reading	15.4 (15.6)	15.8 (15.7)
Writing	14.7 (14.9)	14.6 (14.6)
Mathematics	16.5 (15.0)	16.2 (16.3)

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

2. This table shows that pupils achieved broadly similar standards in national tests at the end of Year 2 in 2004 in reading, writing and mathematics compared with pupils in all other schools.

These test results also show that in both reading and writing pupils in the school did slightly less well than they had the previous year, but that in mathematics they did much better. In all three subjects, the picture is much more positive when results are compared with those achieved by pupils in similar schools. In reading, writing and mathematics standards achieved were well above average compared with those of pupils in similar schools. Standards in reading and writing of pupils currently working towards the end of Year 2 are generally in line with those expected. Good teaching in the upper set is ensuring these pupils' learning is good, enabling them to make good progress. In the lower set, however, learning is satisfactory and pupils make satisfactory progress because the teaching is less effective. Effective targeted support is also contributing to the good progress pupils make in the upper set and this has a positive impact on their learning in other subjects.

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

Standards in:	School results	National results
English	24.2 (28.2)	26.9 (26.8)
Mathematics	24.5 (29.2)	27.0 (26.8)
Science	27.0 (29.4)	28.6 (28.6)

There were 40 pupils in the year group. Figures in brackets are for the previous year

3. This table shows that standards in national tests at the end of Year 6 in 2004 in English, mathematics and science were well below average compared with those achieved by pupils in other schools. These results also indicate that in all three subjects pupils did not do as well as they had the previous year. This downturn is the result of both a much higher proportion of pupils with special educational needs and the high rate of mobility in this year group. Although the picture is slightly more positive when compared with the results in similar schools, standards are not yet high enough and remain below average in English and mathematics. Further analysis of the results of these assessments and the school's own tracking data, however, indicates that pupils made good progress overall between Years 3 and 6. Whilst still below the national average, pupils currently in Year 6 are doing better and achieving well, with a significantly higher proportion of them on course to achieve expected standards by the time they leave the school.
4. Pupils achieve well in mathematics throughout the school. They make good progress through Years 1 and 2 and standards are improving. The majority of pupils currently in Year 2 are on course to reach expected levels by the time they enter Year 3. Most pupils continue to make good progress through Years 3 to 6. Although standards amongst pupils currently in Year 6 remain just below average, achievement is nevertheless good given the high rate of mobility and the proportion of pupils with special educational needs in this year group.
5. Throughout the school pupils are now achieving well in science. Overall standards among pupils currently in Year 2 are in line with those expected. However, the proportion of these pupils achieving a higher than expected level is increasing; last year this was well above average and is expected to be even higher this year. Pupils continue to make good progress through Years 3 to 6. A good number of pupils currently in Year 6 are on course to achieve expected standards by the time they leave the school, with again an increasing proportion on course to reach a higher than expected level. A major contributory factor to pupils' good progress and achievement is the good teaching they receive.
6. Pupils' learning and achievement in ICT are satisfactory and standards are in line with those expected of pupils by the end of both Year 2 and Year 6. The school continues to have problems with the reliability of its resources and this has an impact on the rate at which pupils can make progress. While the teaching of skills is good, with effective use made of the

computer suite, teachers generally provide too few opportunities for pupils to use their skills in other subjects and this restricts opportunities to consolidate their learning.

7. Pupils' learning is satisfactory in religious education and standards are in line with those expected throughout the school. There has been good improvement since the previous inspection when standards were below those expected and teaching was unsatisfactory. As a result pupils are now achieving satisfactorily.
8. Although the standard of work of pupils with special educational needs is often well below average, they achieve well as a result of good teaching, effectively targeted support and sensitive care.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are very good. They behave very well in lessons and around the school. Pupils' spiritual, moral, social and cultural development is good overall. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Relationships throughout the school are very good
- Pupils are interested in their work and keen to learn
- Pupils work and play very well together, generally free from bullying and harassment
- Pupils have a very good understanding of right and wrong and show great respect for the feelings, values and beliefs of others
- Attendance is well below the national average

Commentary

9. Pupils' good behaviour and positive attitudes are key strengths of the school. All the pupils get on well together and have very good relationships with their teachers and other adults working in the school. Pupils are interested and eager to learn and they work hard in lessons; they behave well but also have fun and gain a sense of satisfaction from their achievements. In the playgrounds at break and lunchtime pupils play very well together, despite there being very little in the way of playground games and activities to occupy them. They show respect to teachers, mid-day staff and visitors, holding doors open, for example, and when thanked responding with a polite "You're welcome".
10. Teachers and other adults are very good role models for the children. They demonstrate clear and consistent codes of behaviour which reinforce pupils' awareness of right and wrong. Displays around the school, such as *I will always be honest, kind and caring, respect everybody and everything*, remind pupils of the school's expectations. Assemblies and circle time¹ sessions reinforce this strong moral code and build pupils' self-esteem effectively.
11. Pupils' achievements are effectively celebrated each week in the celebration assembly and this makes a good contribution to their spiritual development. The older pupils have produced some good quality collages and artwork depicting aspects of the seasons and these are displayed to good effect in the shared area. However, the policy of displaying pupils' work only in corridors limits the range it is possible to show and the use that teachers can make of it and this impacts negatively on the classrooms as environments for learning.
12. Pupils have a good range of opportunities to develop their social skills. They readily undertake a range of jobs around the school, helping the caretaker or their teachers, in which they

¹ Circle time – is an opportunity for the whole class to discuss and reflect on a range of issues, often relating to pupils' personal and social development.

interact well with adults and each other. Older pupils have valuable opportunities to take part in drama activities at the nearby secondary school, which has Arts College status, and to attend a residential visit. The fairly recently established school council provides further opportunities for pupils to enhance their social development. It has already introduced a playground friends scheme, which also helps to develop pupils' social skills.

13. The school promotes pupils' knowledge and understanding of their own cultural background well through visits to places such as Clarke Hall, where they learn about life in the past through dressing in period clothes and taking part in role-play activities. Those pupils who had taken part in a visit had vivid recollections of the things they had learned. Pupils' knowledge of other cultural heritages is not so well developed, although the recent arrival of two pupils from Gambia has provided the stimulus for learning more about their lives and culture. A colourful and informative display of pictures and artefacts loaned by parents has been used to good effect to enhance pupils' knowledge and to celebrate the family's arrival in the school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	1.0
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.

14. Overall attendance is well below average and unauthorised absence is above average. However, there are good procedures in place to improve attendance and punctuality. The school is receiving good support from the education welfare officer who is working closely with some families in an attempt to improve both attendance and punctuality.
15. There were three fixed-term exclusions during the last academic year, but there have been none in the current year.

Exclusions

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	233	3	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Black or Black British – African	2	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education, enabling pupils to learn effectively. Teaching is good and ensures that pupils learn effectively. The curriculum is satisfactory overall, but there are

good opportunities provided for pupils to learn outside of lessons. Pupils are well cared for. The majority of parents have positive views about the school.

Teaching and learning

Teaching and learning are good overall and ensure that pupils of all abilities achieve well. Teaching is particularly effective in Years 5 and 6 and in the upper set of Years 1 and 2.

Main strengths and weaknesses

- There has been good improvement in teaching since the previous inspection
- Skilful classroom assistants support pupils' learning effectively
- Overall teaching is good in the Foundation Stage, but in the reception class there are sometimes missed opportunities to work with children in the activities they choose
- Effective and careful planning underpins teachers' firm focus on pupils' learning and good assessment information enables the school to track pupils' progress effectively
- In the very few lessons where teaching is less effective, it is because the teacher does not plan activities and tasks which are well matched to the pupils' needs
- Teachers do not provide sufficient opportunities for pupils to work with computers, either to reinforce their skills or to support their learning in other subjects.

Commentary

16. Teaching has improved well since the previous inspection and is now good overall. It is particularly strong in the Year 5-6 classes and in the upper set of Year 1-2 pupils, where teachers manage pupils' learning and their behaviour particularly well. Teaching pupils in sets for literacy and numeracy is effective. It enables teachers to match their teaching to the needs of specific groups of pupils efficiently and contributes positively to the good progress pupils make. Throughout the school, teachers make very good use of their skilful classroom assistants, who support pupils effectively and ensure they are all fully included in lessons. Such good teaching has a positive influence on pupils' attitudes to school and ensures that their learning is good.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4 (10%)	25 (62%)	10 (25%)	1 (2%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

17. Teaching is good in the Foundation Stage. The nursery nurses and the reception class teacher provide a good range of activities. These are planned together ensuring good progression in children's learning. Nursery nurses are good at exploiting the various activities they set up, joining in effectively to manage and extend children's learning. In the reception class, the teacher provides a good balance between activities from which children can choose and teacher-directed activities with a specific purpose, although at times opportunities are missed for adults to engage in the activities which the children choose. This organisation works best when the teacher helps the children think through which activities they are going to choose. This helps her keep track of what individuals do and enables her to direct those children who find it difficult to choose or who select from a restricted range of activities. There is good teamwork in both the nursery and the reception class, where nursery nurses and the teacher and classroom assistant work together very well.
18. In most classes there is a consistently clear focus on pupils' learning. The planning of activities and tasks around carefully thought out key questions is particularly helpful. All teachers are good at explaining the specific objectives of each lesson, which is effective in engaging pupils in thinking about their own learning and, in the best lessons, results in a real seriousness of purpose. Where teaching is particularly effective, as in many of the lessons with Years 5 and 6 and with the upper set in Years 1 and 2, teachers manage pupils' learning very purposefully and with good pace. In a very good mathematics lesson with Year 5 and 6 pupils, the teacher moved her pupils' learning on very effectively because she monitored their work and the development of their understanding at each stage of the lesson. Clearly indicating the learning objectives at the outset, and returning to them at each stage, helped the teacher to review her

pupils' learning, modify her questioning or extend the tasks set in line with pupils' specific learning needs. She had a very good relationship with the class, used praise to motivate individuals effectively and communicated an enthusiasm and urgency which ensured her pupils were fully engaged throughout. Such effective management of learning ensured that pupils made very good progress.

19. Where teaching is less successful, although overall satisfactory, as it was with the lower set of Year 1 and 2 pupils, learning is not always so effectively managed. This is because the teacher's own subject knowledge is not always sufficiently secure to ensure that planned activities and tasks are appropriate. At times the failure to understand the specific learning needs of the pupils results in tasks set which are too undemanding. As a result pupils are either asked to complete work which is inappropriate and difficult or too easy and lacking in challenge, both of which have a negative impact on the progress they make.
20. In the vast majority of lessons teachers use a good range of teaching techniques, which are successful in engaging pupils' interest and involving them in effective learning activities. Teachers have very good relationships with their pupils and this also enables them to manage pupils' behaviour well. Classrooms are orderly so pupils can learn. This is also very much better than reported in the previous inspection, because not only have there been some changes of staff, but also a determined effort to improve the quality of teaching. Most pupils now find their lessons interesting and enjoy working with their teachers.
21. There has been very good improvement in the school's systems and procedures for assessment since the previous inspection. These now ensure that there is a good deal of assessment information providing teachers with a clear view of pupils' progress. This information is used effectively to help teachers set pupils for teaching in literacy and numeracy throughout the school and contributes to the precision of their planning in these subjects. Software recently supplied by the Local Education Authority will also enable the school to track progress even more efficiently.
22. While the teaching of skills in ICT is often good and, where they are used, the interactive whiteboards are effective in enhancing teaching, teachers make insufficient use of ICT to promote or extend pupils' learning in other subjects. Pupils have too few opportunities to work with the computers, because there is a lack of computers in classrooms and the computer suite is underused.
23. Good teaching and learning help pupils with special educational needs to achieve well. Teachers and support staff are aware of their learning needs and work hard to provide the right opportunities for them to improve. The very good support provided by classroom assistants ensures that these pupils are fully included in lessons.

The curriculum

The school provides a satisfactory curriculum, which meets statutory requirements. Good opportunities are provided throughout the school that enrich the curriculum well. The accommodation and resources are good.

Main strengths and weaknesses

- Although the planning of the curriculum is effective, opportunities for pupils to use their literacy, numeracy and ICT skills are being missed
- There are good planned opportunities to enhance pupils' learning through visits and after-school clubs
- The provision for pupils with special educational needs is good

- The school has a good number of effective and well-deployed teachers and teaching assistants
- The lack of a school library restricts opportunities for personal research

Commentary

24. The curriculum is well organised. The blocking² of a series of lessons in subjects such as history provides the opportunity to cover work in greater depth, resulting in more focused learning experiences. Teachers in parallel classes plan together, which is effective in ensuring that pupils of the same age, but in different classes, have the same learning opportunities. Overall, however, there is lack of consistency in the planning for subjects in the medium term. The National Numeracy and Literacy Strategies are well established and implemented by staff, although there are occasions when they need further adaptation to meet the needs of all pupils. Although there are some planned opportunities for pupils to apply their skills in literacy, mathematics and ICT, other subjects are not as creatively used as they might be in order to give pupils' learning added interest and meaning, particularly to meet the needs of the higher attaining pupils.
25. Teachers arrange an extensive range of visits, which give good support to the curriculum and enhance pupils' learning in many subjects. Examples include visits to museums and places of historical significance, such as Clarke Hall, religious buildings, the coast and local shops. Teachers make good use of these visits to places of interest to increase pupils' knowledge and understanding in subjects such as history, geography and religious education. Events such as the school's Art Week provide good opportunities for pupils to work with local artists. These extend pupils' skills and provide new insights, for both pupils and teachers, into different forms of art and ways of working. The residential visits are well planned. They broaden pupils' experiences and provide very good opportunities for pupils to take part in a wide range of outdoor activities. These visits make a significant contribution to pupils' spiritual, moral, social and cultural development.
26. Pupils can pursue their interests at a wide range of stimulating and interesting extra-curricular activities that give good support to learning outside the school day. These include drama, art, gardening, board games, ICT and others. Uptake is good.
27. Teachers and teaching assistants work well together as a team. Pupils are given very effective help inside and outside the classroom by a highly motivated and skilled team of support staff. They work closely with the teachers to ensure that all pupils have appropriate access to the curriculum. They are well versed in the support strategies for literacy and numeracy and these sessions are effective in boosting pupils' confidence and learning. An additional member of the teaching staff enables pupils in Years 3 and 4 to work in smaller sets for English and mathematics. As a result they receive more concentrated support in these groups, which effectively accelerates their learning.
28. The school building is spacious and there is ample space for pupils to carry out all activities of the curriculum appropriately. Some work has been carried out to improve the older part of the building. This is bright and cheerful and provides a stimulating environment. However, other areas are in need of redecoration. The playgrounds are unattractive and provide very little to stimulate activities during breaktimes. The generous availability of space within the building enables pupils in support groups to be withdrawn to work in quiet areas where it is easier for them to concentrate. Although there is currently no well-stocked library area, the school makes good use of the local public library so that pupils develop appropriate library skills. As a result pupils are familiar with a library and so are willing to use it in their own time for choosing books and also to gain access to computers. However, they have few opportunities to undertake personal research in the school.

² With 'blocked' lessons the curriculum is organised into short periods of concentrated work, covering one or two weeks, rather than with one weekly lesson over a longer period of time.

Care, guidance and support

The school takes good care of its pupils' welfare, health and safety and provides them with good support, advice and guidance. The school's involvement of pupils in its work and development is good.

Main strengths and weaknesses

- There are good arrangements to ensure pupils' health and safety, although mid-day supervisory staff would benefit from further training in child protection procedures
- Very good induction arrangements get new children off to a very good start in the nursery
- Staff build up very good relationships with pupils, ensuring each has a very good, trusting relationship with one or more adults
- The school council makes an effective contribution to school life

Commentary

29. The school pays good attention to health and safety. Regular health and safety inspections of the building and grounds and thorough risk assessments ensure that pupils can work and play safely in a healthy and caring environment. There are good arrangements for dealing with accidents and minor injuries to pupils. The school is working towards the Healthy Schools Award and many pupils are eating fruit at school regularly and enjoying it. Pupils take water bottles with them to lessons. The school has satisfactory procedures for child protection in place and most staff, apart from some mid-day staff, are aware of their responsibilities.
30. Very good induction arrangements for children joining the nursery help them to settle in quickly and happily. Pupils who join the school at a later stage are befriended and quickly made to feel valued members of the school community by staff and other pupils. Those who have particular needs because of their behaviour and those who have English as an additional language are quickly provided with additional help.
31. All staff work together well to meet all pupils' needs. The very good relationships established underpin both the academic and the personal development of pupils. Teachers set challenging targets for improvement and these are shared with pupils and their parents. Teachers regularly review pupils' progress and discuss their achievements and difficulties with them. However, the quality of marking is variable and does not always show children how they can improve their work. Effective teaching assistants also provide good support, advice and guidance to pupils. The vast majority of pupils feel confident in approaching a member of staff if they have a difficulty. The school has very recently appointed a learning mentor who will enhance the quality of support and guidance available to pupils in the future. At present she is still getting to know the school and its pupils but has already identified areas where she will be able to make an effective contribution.
32. The recently formed school council is effective and allows pupils to make a real contribution to the running of the school. It meets weekly and consists of elected representatives from the Reception/Year 1 class to Year 5-6. It has suggested the playground friends scheme, which has been taken on board, and has recently raised £350 for the Indian Ocean tsunami disaster fund by holding a non-uniform day. It is clear that pupils' views are respected and valued by the staff of the school.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and the local community. Links with other schools and colleges are good.

Main strengths and weaknesses

- Most parents have positive views of the school, although few involve themselves in the school
- Parents are well informed about both the curriculum and specific events in school
- Teachers provide parents with good quality reports on their children's work and progress
- There are good links with the local secondary school and arrangements for pupils to transfer to the next stage of their education are good

Commentary

33. Very few parents attended the meeting held prior to the inspection and only eight completed questionnaires were received from parents. This reflects the lack of involvement of many parents in the life of the school. However, virtually all the parents' views it was possible to obtain were positive, including those expressed during the inspection itself. The lack of parental involvement is also reflected in the fact that no parents currently help in classes or around the school. Although the school provides valuable opportunities for parents to read with their children before the start of the school day, only a few parents do so. The school seeks to find out parents' views on a range of matters by means of questionnaires, but there are often few responses. A small but effective friends of the school committee works hard to raise additional funds for the school. The school has recognised that links with parents are an area of its work that needs improvement.
34. Another area that the school has identified as in need of improvement is its links with the community. There are good links with the local church, however, which also provides a breakfast club and holiday clubs for the pupils, both of which are valued by parents. Pupils visit the local library and local footballers use the school's field. A further very valuable link with the community will be made at Easter when a purpose-built neighbourhood nursery opens at the school. The school is currently trying to establish links with the local business community, although as yet this has been unsuccessful.
35. The school keeps parents well informed about specific events and activities by means of newsletters, copies of which are displayed on parents' notice boards around the school so that parents who have not received a copy can still know what is going on. Teachers also produce useful leaflets with advance information about what the classes will be studying during the half term ahead. These are written in a simple easy-to-read style and, for those parents who wish to have more detailed information, teachers' planning is displayed outside the classrooms.
36. The school provides two formal opportunities each year for parents to discuss their child's work and progress with the teacher. Teachers also use these meetings to explain to parents how their children are being taught and parents find this useful. Written reports provided for parents at the end of the summer term are of good quality. They are thoughtfully and carefully prepared, with teachers explaining clearly the strengths and weaknesses of each pupil's learning. Future targets for English, mathematics and science are also usefully identified, together with valuable comments on personal development, attitudes and effort. The detail in these reports shows that the teachers know their pupils well and closely monitor their academic progress and personal development. Any concerns or complaints that parents might have are investigated thoroughly and parents are informed of the outcome.
37. There are good links with other schools which enhance the quality of pupils' education. These include the opportunities for pupils to take part in art and drama activities at the partner

secondary school, which has Arts College status, and for pupils to work with their peers from other local primary schools. The good arrangements for supporting pupils as they transfer to the secondary school include staff from the secondary school visiting Year 6 pupils and the opportunity for Year 6 pupils to visit the secondary school prior to the transfer.

LEADERSHIP AND MANAGEMENT

Good leadership and management, along with satisfactory governance, ensure that the school provides a good overall quality of education for the pupils, with good capacity for further improvement.

Main strengths and weaknesses

- The good leadership of the headteacher ensures the ethos of the school is good, with strong commitment to inclusion
- The senior management team work well together and give good support to the headteacher
- While the role of subject leaders is improving and in some subjects it is strong, it is still variable between subjects
- Governors rely heavily upon staff for finding out how well the school is doing
- The school runs very smoothly on a daily basis
- The school's financial management systems are not externally audited

Commentary

38. Although the headteacher is new to the school, she is quickly getting to grips with what needs to be done to take it forward. Governors and staff already have confidence in the headteacher's ability to build on the successes of the previous popular headteacher. The headteacher and deputy headteacher work successfully together to encourage a strong sense of teamwork amongst the senior management team and other teachers. An example is the way that everyone is working hard together to demonstrate how inclusive their school is. The deputy headteacher is a very good role model of teaching and professionalism, and his strong presence around the school gives pupils a sense of security, self-esteem and continuity of expectation of their conduct. As a result, the school is just as orderly, purposeful and happy out of lesson time as it is in lesson time. Although the school has improved in recent years, the headteacher and deputy headteacher know that there is more to be done, and that standards in particular need to improve still further.
39. A key issue following the previous inspection was to improve the role of subject leaders. Although there has been good improvement in the leadership of some subjects, particularly in English, science and in special educational needs, in other subjects leadership is not yet sufficiently effective. As a result, the commitment to raising standards and the degree of knowledge and understanding about what needs to improve are variable between subjects. The school does not yet have a clear enough plan to ensure consistency with monitoring and evaluating standards and teaching, or to involve subject leaders in this work.
40. Good office management systems ensure that the headteacher and staff do not have to spend time unnecessarily on administrative tasks. The effective use of computerised systems reduces the workload of office staff. Daily routines are firmly established, and support staff know the part they are expected to play in working alongside teachers to keep things running smoothly. As a result, the school is a calm and secure place, where pupils develop very good attitudes towards their education. Financial management and control are satisfactory, but the lack of regular external financial auditing places the school in a vulnerable position.

41. Governance is satisfactory. Governors are very committed and supportive. They take their training seriously, for example by seeking help with understanding the school's national test results and teacher assessment data. The governing body fulfils its legal responsibilities. Governors have seen the school through a turbulent period in the past and, with help, have ensured a successful outcome to several difficult problems. There are considerable difficulties with the recruitment and retention of governors, however, and some governors rely heavily upon the headteacher and staff for satisfying themselves that the school is as good as it needs to be. An understanding of best value principles is therefore not as strong as it should be.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	676,973	Balance from previous year	5,967
Total expenditure	668,536	Balance carried forward to the next year	14,404
Expenditure per pupil	2,642		

42. The school works hard to overcome the barriers to learning caused by the high level of mobility of pupils in some year groups, which often results in increasing the numbers of pupils with special educational needs. Where additional funding becomes available, for example from the *Excellence in Cities* initiative, the school makes appropriate use of it. The very small carry forward budget is a consequence of the school's determination to provide as much support to pupils as possible, for example by employing an extra teacher each morning so that classes for English and mathematics in Years 3 and 4 are reduced in size.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. At the time of the inspection there were 56 children in the Foundation Stage, in the reception class or attending the nursery part-time.
44. Children enter the nursery with attainment that is generally well below average, although there is a wide spread of ability. In some areas of learning, particularly in their language development and ability to communicate, children's attainment is weak. As a result, a high priority is rightly given to extending children's language skills. By the time they enter Year 1, however, the majority of children have made good progress, although in most areas of learning they are not yet working at the levels expected of children their age. Nevertheless, given their low starting point, this represents good achievement.
45. The positive features reported in the previous inspection remain and a number of the significant weaknesses have been improved. The quality of teaching has improved in the reception class and in the nursery the good teaching has been maintained. The teacher, nursery nurses and classroom assistant work well together ensuring that provision across the Foundation Stage as a whole is now good. The organisation of learning is generally effective, with a mix of focused or directed activities planned alongside times when children can make choices for themselves. In the nursery, the nursery nurses are good at exploiting the opportunities to extend children's learning through the activities and resources which they have set up. They interact with children very effectively, sensitive to their particular learning needs and able to move their learning on. In the reception class, the teacher plans specific focused activities for her work with the children and also provides opportunities for them to learn through structured practical activities they choose. While both the teacher and the classroom assistant both manage children's learning effectively through the planned focused activities, they generally make insufficient time to interact with children in other activities. Where adults work with the children their learning is good, but there are missed opportunities to extend children's learning through the activities which the children choose to do for themselves.
46. Leadership and management of the Foundation Stage are satisfactory. The co-ordinator manages planning and assessment effectively across the Foundation Stage as a whole and this ensures appropriate progression in children's learning. However, the co-ordinator does not monitor or evaluate the quality of teaching and so is unable to contribute to its further development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children enter the nursery with underdeveloped personal and social skills
- Very good induction arrangements and the nursery nurses' skill at forming good relationships ensure that children settle quickly and confidently
- Children achieve well in this area of learning
- There are very good induction procedures and arrangements for parents to bring their children into school at the start of each session

Commentary

47. This area of learning is given an appropriately high priority right from the start as children enter the school, because children's personal and social development is often not as advanced as might be expected of children their age. Both the nursery nurses are good at building relationships with these young children and the calm and secure environment they have created ensures that children settle quickly and confidently into the nursery. The very good induction arrangements ensure that very few children have any problems separating from their carers.
48. Throughout the Foundation Stage good teaching enables children to make good progress. As a result children grow in confidence, quickly learn to mix appropriately and work with others, take turns and share resources. Most children settle well to the range of activities provided for them and show that they are able to sustain their interest in what they have chosen to do, sometimes for lengthy periods. By the time they are in reception, children concentrate well on more formal tasks when working with the teacher or the classroom assistant. Consequently achievement is good, even though the majority of children do not quite reach the goals they are expected to reach by the end of reception. Children enjoy their time in nursery and reception and they are well behaved. This contributes positively to their social development.
49. Teaching is good in both the nursery and reception. Despite the difficulties resulting from the temporary relocation of the nursery during the current new building work, the nursery nurses have effectively ensured that children feel secure so children come into nursery readily and happily each session. The very good arrangements for parents to bring their children in and work with them for a short time at the start of each session is also very effective, both in ensuring that children settle and in helping parents understand how they learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's learning is good and they make good progress from a low starting point, particularly in speaking, because a high priority is given to this area of learning
- Nursery nurses are skilful in exploiting the good opportunities they set up to develop children's skills of speaking
- In reception, a good range of formal activities is effective in extending children's speaking, but adults should make more of opportunities to talk in the activities children choose for themselves
- Stories are used very well to interest children in reading, but books could be used more frequently to support children's learning in other areas

Commentary

50. Children enter the school with generally well below average language and communication skills; many have poorly developed skills in speaking in particular. Teaching is good, however, with the teacher, nursery nurses and classroom assistant all giving a high priority to developing and extending children's language skills. This contributes effectively to helping children to achieve well even though the majority do not achieve the goals children are expected to reach by the end of reception.
51. The teacher and nursery nurses effectively reinforce routines for speaking and listening right from the start, so children learn how to listen to each other and take turns in speaking. They make good progress in this aspect of learning. Nursery nurses provide good opportunities for children to speak in the variety of activities they set up and they are skilled at involving them with questions, both in groups and as they interact with them individually, in role-play for

example. They are sensitive to the needs of those children who are reluctant speakers and they support and encourage them well, which effectively helps them develop and grow in confidence. In reception, the variety of activities provided all ensure children have good opportunities to develop speaking skills. The teacher is good at extending children's speaking skills especially during the times she works with groups on specific activities. Sometimes opportunities are missed to engage children in talk about the activities they choose to do for themselves. More could be made of these occasions to extend children's speaking skills.

52. Children enjoy listening to stories. Both the nursery nurses and the teacher use such occasions effectively to interest children in books. In reception good use is made of books on display along with appropriate props to encourage children to retell a story. Although children find using the book difficult, they enjoy such activities if it is a story they know well. In reception the teacher provides a good range of activities to help children learn initial letter sounds and some key words from the selected big book. Many of them recognise some of these words and there is good reinforcement of their understanding as the teacher uses questions very effectively to engage children in thinking about the text. There is good use of language displayed around both the nursery and reception to interest children in words, although at times some of these words are too difficult as children are not yet ready to read them. At times, good use is made of books to enhance displays of children's work, on a particular theme for example, while at other times more could be made of books to support children as they work in the different areas set up, such as in model-making or the role-play areas.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching ensures children have a good range of practical activities to promote their mathematical understanding and so their learning is good
- More opportunities could be provided to extend children's mathematical skills in other areas of the classroom and with the computer

Commentary

53. Teaching is good, because the teacher and nursery nurses provide a good range of practical activities which they exploit well to reinforce and extend children's mathematical development. Standards on entry are well below average, but this good teaching ensures children's learning is good and enables them to make good progress. As a result children achieve well, even though many of them do not quite reach the goals they are expected to achieve by the end of reception.
54. The teacher and nursery nurses are good at reinforcing children's counting. Various number lines are provided, for example, and the range and variety of practical counting activities they organise help promote children's understanding. In the nursery, the good use of a number box effectively extends children's recognition of numbers and the nursery nurses also make effective use of number rhymes and songs to further reinforce children's understanding of number order. With this constant reinforcement most children in the nursery are able to count accurately to five, although beyond that they need more support.
55. By the time children are in reception, the majority count accurately to ten and some beyond to 20. The teacher plans well, enabling her to work effectively with different groups of children at a level appropriate to their development. This helps ensure that individuals and small groups are appropriately challenged and that their learning is moved on with appropriate pace. With one group, for example, children grew in confidence in understanding place value as they wrote numbers up to 19. With another group, the teacher made good use of repeating patterns to reinforce children's ability to count accurately.

56. There are appropriate opportunities for children to use their developing mathematical skills in some of the areas around the classroom, such as in the construction area, for example, but more could be made of these. Similarly, more could be made of opportunities for children to work with the computer to reinforce their understanding of mathematical concepts such as counting, size, position or sequence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Learning is good and children achieve well
- Good work on Hanukkah effectively introduced children to the beliefs and values of others
- Children are not encouraged to work with the computer often enough

Commentary

57. Teaching in this area of learning is satisfactory in both the nursery and reception class. Children are provided with an appropriate range of activities to stimulate their curiosity and extend their knowledge and understanding of the world around them. Learning in the activities provided is good and their achievement is good, even though few children reach the goals they are expected to achieve by the end of reception.
58. In the nursery some good work on Hanukkah introduced children to other beliefs and another culture effectively, with some good links made to other areas of learning as children made models and looked at pictures and artefacts. By the time they are in reception, many of the children are able to say something about a past event in their lives, although they are less confident in discussing and comparing past and present.
59. The majority of children recognise and name common colours and pick them out amongst a group of objects. In reception, children manipulate small toys and objects well, in their imaginary play in the sand or water, for example, or constructing a model cage for a guinea pig. Most of the children can sort out groups of model animals according to a specific characteristic, like colour or size. There are good resources available to support making or building and children use these well. In putting solid objects together, many of them balance them or fit them together into a bigger shape, but others cannot see that some of these shapes will not fit.
60. Few children use the computer confidently, although many of them are able to control the mouse appropriately when they do, showing the ability to move the cursor around the screen. Generally, however, few children choose to work with the computers when they have the opportunity and the teacher does not give this sufficient emphasis.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Although opportunities to work outdoors are currently limited because of building work, good teaching has ensured that children's progress has not been held up
- Children enjoy physical activity and they control their movement well
- In their physical education lessons, reception children learn skills, but have too few opportunities to explore space, direction, speed and balance for themselves
- Good opportunities provided for children to work with a variety of tools helps them develop skills of manipulation and co-ordination

Commentary

61. Overall teaching is good, enabling children to achieve well. The teacher and nursery nurses are working hard to compensate effectively for the temporary restrictions on the use of the outdoor area resulting from the current building work. Children's progress has not been unduly held up, and many of them are on course to achieve the goals they are expected to reach by the end of reception.
62. Children are taken outside as a whole group and on these occasions good use is made of the available small pieces of equipment to promote their physical development. The majority of children enjoy physical activity and most understand what is needed to move safely. They control their movement well, jumping in and out of tyres for example. Adults are good at joining in with the various activities they set up, throwing and catching for example, or rolling a hoop. Such activities are effective in helping most children to become well co-ordinated.
63. Children in the reception class have good opportunities to work in the hall, although there is a tendency to rush them into formal lessons in physical education too quickly. As a result children have insufficient opportunities to explore space, movement and the selection of equipment for themselves. Nevertheless they are taught skills effectively, shown how to roll a quoit, for example, with an emphasis on where to put their feet, and then encouraged to practise it. The teacher communicates her enthusiasm and enjoyment, which is effective in getting all the children to join in; they respond well to the challenge and persevere to improve their skill.
64. In both the nursery and reception class, children have good opportunities to develop their skills in manipulating equipment such pencils and scissors. In reception, children demonstrated good control of the tweezers as they picked up small shiny pieces of treasure from the sand and they manipulated small shapes carefully as they created a repeating pattern. Such activities indicate the good progress they are making in developing co-ordination and manipulation skills.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- An appropriate range of activities is provided but children were not observed choosing these often enough
- Groups of children often need more adult intervention to enable them to develop their own ideas in role-play and in creating stories for themselves

Commentary

65. Teaching in this area of learning is satisfactory overall. Teachers plan an appropriate range of activities to promote children's creative development; most children enjoy such opportunities, but were not often enough seen choosing them when they had the chance to do so. Consequently, although learning is satisfactory, few children are likely to reach the goals they are expected to achieve by the end of reception.
66. Children have opportunities to experiment with mixing colours, with the powder paints for example, and most children recognise and can pick out different colours accurately. At times they are engaged in producing large-scale pictures, such as the *Rumble in the Jungle*, but generally very few children were observed painting in either the nursery or reception class. Limited pencil control restricts the development of children's drawing skills.

67. In the nursery, children enjoy the opportunities they have for role-play, and they use the domestic props effectively to support their play. In reception, children used models to help them create a story, which they found easier than re-telling the story in the book provided. Such activities, in both the nursery and reception, provide children with good opportunities to work together in pairs or small groups to explore ideas or create stories or situations for themselves, but often they need more adult intervention to support and help them doing so.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in Year 6 are below those found nationally but pupils' achievement is good
- Opportunities for developing pupils' speaking skills are not sufficiently structured
- Teaching and learning are good overall, but not as effective in the lower set of Year 1 and 2 pupils
- Pupils are not consistently challenged in guided reading sessions.
- Subject leadership is good.

Commentary

68. By the end of Year 2, overall standards in reading and writing are broadly in line with those expected. The majority of Year 2 pupils are in the upper set and are benefiting from good teaching, but although it is satisfactory overall teaching of the few Year 2 pupils in the lower set is not as effective. The concentrated targeting of groups of pupils for additional literacy sessions and support accelerates pupils' progress and raises the levels they achieve. Given that pupils' language and literacy skills are below average at the start of Year 1, pupils achieve well. Although standards in all aspects of English in Year 6 are below average pupils are achieving well considering they started from a very low baseline at the start of Year 3. This has been secured in spite of the considerable problems the school experienced relatively recently. Standards are similar to those reported at the last inspection, but the standard of pupils' handwriting has improved across the school. However, standards of speaking and listening remain below average across the school.
69. Pupils' listening skills are better than their speaking skills. Pupils start school with low levels of spoken language but they generally listen well to their teachers and to what other pupils say. Since the last inspection the school has raised teachers' awareness of this aspect, but there is not enough focus on planning structured and challenging opportunities for pupils to extend their speaking skills. In lessons pupils answer questions and talk about their work. However, with the clear exception of some higher attainers, most pupils offer only brief answers, drawing on a range of vocabulary and expression that is relatively limited for their age. Teachers tend not to ask pupils to elaborate on their short phrase explanations or one-word answers to questions and accept pupils' first responses too readily. Sometimes teachers do not give pupils the chance to speak, because they intervene too quickly before pupils have had enough time to gather their thoughts and structure an answer. Consequently, the development of pupils' spoken language does not contribute as well it might to raising standards in writing.
70. Teachers plan effectively so that lessons have a clear focus, which, for the most part, is discussed with pupils so that they know what they are to learn. A strong feature of the majority of lessons is the carefully structured approach to exploring an interesting range of texts to develop pupils' understanding of how writing is structured. This motivates pupils, who

demonstrate good attitudes to learning by trying to do their best most of the time. In the better lessons teachers draw pupils' attention to how an author structures language and uses interesting vocabulary to convey meaning. This is leading to improvement in their reading comprehension and their knowledge of writing styles. Year 2 pupils communicate their ideas appropriately through simple sentences. The writing of higher attaining pupils is well constructed and they use a livelier and more descriptive range of vocabulary. The teaching in Years 5 and 6 is consistently good. Teachers place strong emphasis on broadening pupils' vocabulary. Higher attaining pupils write with greater energy and versatility using a well-chosen vocabulary, which brings their writing to life. They write sentences such as, "It was a vendetta between heaven and hell" and "The stream... was bubbling with laughter just like the children." However, other pupils continue to make simple errors in punctuation and spelling, reflecting the gaps in their previous learning. The setting arrangements are working well, because they enable teachers to plan and provide work that broadly matches pupils' needs. However, within some sets, particularly the lower set of Years 1 and 2, the work is not always matched accurately enough. This slows progress for some pupils and limits their independence.

71. Reading resources are drawn from a range of sources to ensure pupils' interest, and carefully graded for difficulty so that pupils make progress in small steps. As a result, they are growing in confidence and show interest in reading. Most pupils enjoy reading, although Year 6 pupils' choice of reading material tends to be fiction. Letter-sound patterns are taught consistently so that younger pupils have satisfactory skills in sounding out unfamiliar words, although less able pupils lack confidence in the face of challenge. In guided reading sessions teachers work effectively with a focus reading group, ensuring that learning is based on the pupils' targets. However, for a significant proportion of guided reading time pupils are left to read independently, because teachers do not plan reading-related tasks so that pupils are involved in active learning at all times. This limits pupils' progress.
72. Leadership of the subject is good. The subject leader is well informed and strongly committed to raising standards. He has a good grasp of the strengths and weaknesses within the subject and has taken effective action to raise standards. Improvements in assessment procedures, for example, and the setting of personal targets ensure that teachers are clear about what pupils need to do to achieve the next level.

Language and literacy across the curriculum

73. Reading and writing are used satisfactorily to support learning in other subjects, although recorded work in history, geography and religious education is less than normally found. In a lesson seen in history, pupils took part in role-play to enhance their learning about the Great Fire of London. This contributed well to developing pupils' speaking skills and their use of key vocabulary. Computers are used for word processing, but this is generally done in the computer suite, because computers are not available in the classroom so that pupils can use computers to help them with their writing, for example to check spellings or grammar.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Most pupils achieve well as a result of mainly good and improving teaching
- Pupils' attainment by the end of Year 2 improved significantly in 2004
- The subject co-ordinator's knowledge and understanding of the strengths and weaknesses in the subject are not as thorough as they need to be
- Pupils enjoy mathematics and their behaviour in lessons is very good
- Pupils have too few opportunities to learn to apply ICT skills to their work in mathematics

Commentary

74. Standards of achievement are good overall from Years 1 to 6. When pupils start Year 1, their attainment is well below what is typical for their age. Most pupils in Years 1 and 2 make good progress, so that their work is average by the end of Year 2. Pupils' performance in the Year 2 tests and teacher assessments in 2004 was very high when compared with the performance of pupils in schools in similar circumstances. This was a notable improvement on the 2003 test results, especially in the proportion of pupils reaching a National Curriculum level higher than expected for their age. Although pupils' work by Year 6 is below the national average overall, most pupils in Years 3 to 6 achieve well in lessons and make good progress over time.
75. Teaching and learning, while good overall, are satisfactory in Years 1 and 2 and good in Years 3 to 6. The above positive picture of achievement in the school is the result of improvements in teaching over the last few years, including improvements since the previous inspection. Pupils with special educational needs also achieve well because of the well-organised and good quality support they have, enabling them to take a full part in lessons. Teachers are always very clear about what they expect pupils to learn in lessons and over time, and they make sure that pupils understand what they are learning about and why. The way that the school organises pupils into sets (classes of pupils of a similar prior attainment regardless of their age) helps teachers to focus their teaching more directly on pupils' differing needs. With this mainly good teaching, the school is on track to raise standards and to improve Year 6 national test results in the future.
76. A key issue at the time of the previous inspection was to further develop the role of subject co-ordinators. Although there has been satisfactory progress in mathematics, the co-ordinator does not yet have a full enough picture of the strengths and weaknesses in standards and teaching to lead the school with improving provision. There is lack of clarity in relation to who is responsible for collecting and analysing assessment information. Also, there remain some inconsistencies in teaching and achievement between classes. Teaching in the set containing the more capable pupils in Years 1 and 2, for example, is more effective in raising achievement than teaching in the lower set, and the quality of marking of pupils' work between all classes is variable. The co-ordinator is not in a position to be able to spot such weaknesses so that the school can plan to address them quickly.
77. A significant strength of teaching and learning in the school is the positive approach of teachers and classroom assistants. Very good relationships with pupils, along with teachers' high expectations of pupils' behaviour, result in very well behaved pupils with a keen interest in their work and a sense that mathematics is enjoyable. It is, therefore, unfortunate that teachers rarely reward pupils' efforts by displaying their work in classrooms. Teachers miss a golden opportunity to encourage pupils to talk about mathematics in ways that improve their understanding of it. This is especially important because teachers are, rightly, concerned about pupils' lack of ability to express their ideas fully and clearly by talking about their work in the subject.

Mathematics across the curriculum

78. Provision is satisfactory. Teachers are increasingly planning interesting ways for pupils to learn to apply their mathematics skills to work in other subjects. This is most evident in pupils' science work. Pupils in Years 5 and 6, for example, use mathematics well when recording their investigations into evaporation and when studying the human body. The co-ordinator is aware that pupils rarely apply mathematics skills to their work in ICT. There are few computers for pupils to use in classrooms, and the computer suite is underused. This weakness in the curriculum for mathematics limits pupils' overall achievement.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are rising as a result of mainly good and improving teaching
- The co-ordinator makes a good contribution to improving provision and raising pupils' achievement
- The curriculum includes an increasing number of opportunities for pupils to learn by carrying out investigations – although even more opportunities are needed
- Pupils have too few opportunities to extend their work in science by applying their ICT skills
- Pupils have very good attitudes towards science, and their behaviour in lessons is very good

Commentary

79. Standards of achievement are good overall from Years 1 to 6. Many pupils in Years 1 and 2 make good progress, and the standard of work is average by the end of Year 2. The proportion of pupils reaching a National Curriculum level higher than expected for seven year olds is increasing, and in 2004, it was well above all schools nationally and well above schools in similar circumstances. The school is expecting that even more pupils will reach such a high standard this year. Pupils in Years 3 to 6 make good progress. A good proportion of pupils reach the National Curriculum level expected by the end of Year 6, and the standard of work is average. This indicates that the school is on track to have better national test results than in 2004. The challenging targets set for raising standards this year, include an increased proportion of pupils who reach a National Curriculum level higher than expected for 11 year olds. Pupils' performance in Year 6 national tests has improved to a much greater extent than the national trend over the last five years. Pupils with special educational needs achieve well, as a result of good support from classroom assistants.
80. The above positive picture is the outcome of improvements in teaching. Teaching and learning are good overall, although they are currently satisfactory in Years 1 to 2 and good in Years 3 to 6. In Years 1 and 2, a lack of subject expertise means that some of the pupils do not always do as well as they could in lessons, despite the clear improvements in lesson planning and the support of the subject co-ordinator. Teachers have increased their understanding of how to plan investigative work, and this has had a strong influence on pupils' attitudes and understanding of science. The co-ordinator's good influence with this has been instrumental in ensuring a better balance of opportunities for pupils to increase their knowledge at the same time as practising skills to gain understanding. The co-ordinator keeps a watchful eye over provision and standards, and this represents good improvement since the previous inspection. She is aware that further work is needed in relation to investigative work, including expecting the older pupils to learn to plan and carry out their own investigations. She is aware too, that pupils should have more opportunities to find things out and to record the findings of their investigations by applying their ICT skills.
81. All teachers have very good relationships with their pupils. They manage practical lessons very well, and only rarely have to deal with pupils' behavioural problems. Pupils in Years 1 and 2, for example, experimented with musical instruments as part of their work about sound and hearing. They shared instruments and were very sensible, thus limiting the potential for organisational and behavioural difficulties. Similarly, pupils in Years 5 and 6 planned to go outdoors to carry out their investigation into pulse rates, but the weather was unsuitable. Their behaviour was impeccable when they had to go instead to a room indoors, and they very maturely organised themselves to skip or carry out other physical exercises in the fairly cramped space. Teachers are very good at improving pupils' attitudes towards science by making lessons increasingly interesting and enjoyable. Teachers rarely celebrate pupils' good achievements, however, by displaying their work in classrooms, thus providing further chances for pupils to practise using the good range of scientific vocabulary they learn in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils enjoy using ICT and achieve well
- The computer suite is well equipped and enables pupils to work individually and in pairs
- Assessment of pupils' learning in ICT is not yet sufficiently well established
- Pupils do not have enough opportunities to use ICT to support their day-to-day learning in other subjects

Commentary

82. By the end of Years 2 and 6 standards are broadly in line with those expected nationally. All pupils, including those with special educational needs, achieve well compared to their prior attainment. Standards are similar to those reported at the time of the last inspection. The work seen indicates clear progression as pupils move through the school. Pupils use and understand an appropriate range of programs. Although they find it hard to talk about what they have done, due to the limitations of their vocabulary, they are able to demonstrate on the computer. They speak about the use of ICT in their work, but have only limited knowledge about its applications in the wider world. Pupils are enthusiastic about their work and enjoy working with computers. They listen carefully to teachers and teaching assistants, readily accepting their support and advice so that they understand what they are to do and learn, and improve their skills and the work produced. They work hard, because they are interested and keen to learn. In discussion and when working together, pupils co-operate effectively and support one another well, reflecting their very good relationships with each other.
83. The computer suite is well equipped and all computers are linked to a network. The school has also purchased a set of laptop computers, which are used in the suite and sometimes in the classrooms. All classes are timetabled for weekly lessons in the suite. It is a valued resource and is a significant contributory factor to pupils' progress. However, it is underused because all English and mathematics lessons are timetabled for the morning and, for the most part, take place in the classroom. This represents a missed opportunity for pupils to enhance their computer skills. The quality of teaching seen was satisfactory overall. Teachers draw on secure subject knowledge to give clear explanations and demonstrations. They manage pupils thoughtfully, building their confidence and increasing their practical skills and understanding. The effective lesson introductions enable pupils to approach new learning with confidence. Where teaching is good the pace of the lesson is brisk and good use is made of the time. The quality of questioning is good – probing, clarifying and extending pupils' understanding and focusing on improvement – and pupils are directly involved in active learning at all times. Teachers provide good opportunities for pupils to both work independently and practise collaboration. This aids pupils' personal and social development.
84. Subject leadership and management are satisfactory. The co-ordinator is keen to extend provision in the subject and has identified what needs to be improved. As yet, there is no monitoring of teaching and learning. Therefore the school does not have a clear or secure picture of pupils' standards and achievement in all year groups. The co-ordinator is currently updating procedures for assessment so that teachers will have more specific information about what pupils can do so that tasks can be better matched to pupils' differing needs and that individuals are challenged at the right level. He is aware that some pupils do not have access to a computer outside school and has established an ICT club for Year 6 pupils. This enhances the curriculum and pupils follow interesting and challenging activities.

Information and communication technology across the curriculum

85. The range of activities in ICT lessons in the computer suite provides some suitable opportunities for pupils to continue the work started in classrooms; for example, good use was made of ICT to continue a science lesson in which pupils recorded data in a variety of ways using the computer data-logging equipment. Although pupils make use of ICT in some lessons for researching history topics and data handling in mathematics, teaching does not offer pupils as many opportunities to practise and apply their skills across a range of subjects as it might. This is, in part, due to a lack of computers in the classrooms and of a suitable range of software. However, the ICT suite is also underused. This limits pupils' skills and their understanding of how ICT can be used as another tool for learning. Where installed, teachers make good use of the interactive whiteboards to support teaching in all subjects of the curriculum. Where teachers involve pupils directly in using the whiteboard, this contributes to pupils' learning in ICT by providing opportunities for pupils to consolidate their skills.

HUMANITIES

86. Owing to lesson timetables and to inspection priorities, too little evidence was collected to support overall judgements about provision in **geography** and **history**. Provision was sampled through the two lessons it was possible to observe in history, although it was not possible to see any in geography. The small amount of pupils' previous work in books and on display was examined and discussions were held with pupils in Year 6.
87. **Geography** and **history** have not been recent priorities on the school development plan, but the school has made satisfactory progress with improving provision over the last few years. Suitable plans are in place to ensure pupils have enough lessons and opportunities to cover the requirements of the National Curriculum fully. Lesson time is 'blocked' and this explains why there were so few lessons to see during the inspection. Such blocking also partly explains why there was little previous work in pupils' books. Nevertheless, Year 6 pupils say that they prefer their lessons to be organised in this way because they learn and remember more.
88. The school has taken the decision to concentrate on providing experiences to interest and motivate pupils. Although this leaves less time for recording work in their books, pupils' ability to discuss what they have learned is good. Much of the work in both subjects is linked very well with educational visits and to practical experiences. In the good lessons for pupils in Years 3 and 4, for example, pupils learned much about the Great Fire of London when they used drama to find out how people might have felt and reacted to the event. Similarly, pupils visit Hornsea to learn how to compare geographical regions, and Eden Camp to learn what it was like during the Second World War.
89. A discussion with Year 6 pupils indicates that the above approach is successful in motivating pupils and raising their achievement, particularly in history. Pupils' sense of chronology is improving, and they know where and how to find more evidence about the past. Pupils have a very good knowledge of the Stuart period of history, and learned a great deal from their exciting visit to Clarke Hall. This 'block' of work provided many opportunities for pupils to learn and practise a wide range of skills of historical enquiry in a concentrated and meaningful way, suggesting at least good teaching and achievement. Pupils' current knowledge and understanding of geography are more patchy than they are in history. Their knowledge of locations of places around the world and closer to home is fairly good, and pupils know how to use an atlas, compass and grid references when studying maps. They are not as good at explaining settlements and physical features, but plans for geography lessons in the future indicate that they will have opportunities to learn to do so.
90. The subject co-ordinator for geography and history has not had recent planned opportunities to find out directly about standards and teaching across the school. Nevertheless, her personal enthusiasm and good knowledge of the National Curriculum enable her to make a satisfactory contribution to raising standards. Although the very limited evidence suggests that standards are below national expectation by Years 2 and 6, it also suggests that pupils achieve well, and sometimes very well, owing to opportunities for interesting, first hand learning experiences and improved teaching.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good improvements since the previous inspection, in teaching and the curriculum, are contributing positively to raising standards
- The curriculum is effectively planned around relevant key questions, so that pupils learn about religions and from them

- In some classes good links are made with other subjects, particularly with personal, social, health and citizenship education (PSHCE)
- Teaching seen was very good
- Leadership and management in this subject are underdeveloped

Commentary

91. It was possible to observe only one lesson in religious education during the inspection, but a careful examination of pupils' completed work, teachers' planning and discussion with pupils, all indicate that standards are in line with the requirements of the locally agreed syllabus at the end of Year 2 and Year 6. This represents good improvement since the previous inspection when major weaknesses were reported in both standards, teaching and overall provision.
92. Throughout the school, work planned is now firmly based on the new locally agreed syllabus, with individual topics built around a series of key questions. This is good, enabling teachers to provide a sharp focus for pupils' learning. This major improvement is contributing positively to raising standards. In the autumn term, for example, the main focus of work on Christianity indicates that pupils have had good opportunities to learn about the religion and from it. By Year 6, for example, pupils consider 'Where did the Lord's prayer come from?' as they learn about Christianity while also thinking about 'Who is your neighbour?' as they learn from the story of The Good Samaritan. In Year 2 pupils also demonstrate an understanding of the Christmas story as they re-tell it, but also begin to reflect on their place in the world and their relationships with others through questions such as 'Why am I special?' or 'How do we make someone else happy?' Some teachers are good at linking the work pupils do in religious education with other subjects in the curriculum, with PSHCE in particular. However, pupils throughout the school have difficulty in recording their work and they are much more confident in talking about the things they have learned. As a result, the completed work in their books is not reflective of their knowledge and understanding and they are making good progress.
93. In the only lesson it was possible to observe, teaching was very good. Continuing his introduction to Islam, the teacher built very effectively on the pupils' previous work about neighbours to consider rules and laws. The teacher's good subject knowledge enabled him to introduce pupils to the Qur'an and the Prophet Muhammad, teaching them how to demonstrate respect for The Divine Book by actually showing them one. He made good use of artefacts, with a prayer mat for example, and the experience of a local family, to enrich the pupils' experience. Such very good teaching ensured that pupils' learning was very good.
94. Leadership and management of the subject are not sufficiently well developed and so are currently unsatisfactory. The co-ordinator is new to the school and has had little opportunity to make any impact. As yet she has only limited knowledge and understanding of religious education across the school. Her brief action plan is inadequate to support the leadership and management of further development of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

95. It was not possible to observe any lessons in art and design or design and technology during the inspection and only one in music. Consequently there was insufficient evidence to support a judgement about provision in these subjects.
96. In **art and design**, pupils' work on display indicates that they experience an appropriately broad art curriculum. Overall standards of work on display are in line with those expected of pupils their age, but some work is of a higher standard. Pupils have opportunities to work with a variety of media to develop a range of skills. They investigate colour and blend, in mixing paint, in creating repeating patterns or in weaving coloured papers and threads. They sketch and draw using pencils and charcoal, extending their skills in controlling line and shading. Older pupils' drawings following a visit to Clarke Hall are of a good standard. Pupils have good

opportunities to work in the style of other artists, such as Piet Mondrian or Vincent van Gogh and this helps them develop their own skills. In Year 5 and 6 the teacher made very good use of the Internet to interest and engage her pupils in the work of Paul Cezanne by setting a task related to his use of colour in one of his works, *The Ginger Jar*.

97. The work pupils completed during the art week is good. This exciting opportunity to work with other artists and use a variety of media enabled some pupils to produce work of high quality, particularly their plaster casts and wire sculptures.
98. The curriculum for **design and technology** is satisfactory. However, there was very little opportunity to examine pupils' completed work because of the blocking of subjects on the timetable. The completed work of pupils in Years 5 and 6, on the design and making of slippers, indicates that there is an appropriate emphasis not only on the development of designing and making skills, but also on pupils' ability to evaluate their work.
99. Only one lesson was sampled in **music**, so reliable judgements on provision, standards and achievement cannot be made. Teachers' planning indicates that they ensure that pupils have opportunities to develop their skills across the expected range of musical activities, including exploring the musical elements and composing their own pieces. Pupils also have the opportunity to take part in musical performances and they can also extend their skills by learning a musical instrument in lessons provided by the local authority music service.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy lessons in gymnastics and work hard to improve their skills
- Teachers plan effectively to extend pupils' skills, but at times could do more to help them evaluate their own work
- Classroom assistants support pupils with special educational needs very effectively
- Pupils have very positive attitudes to physical education
- Facilities for physical education are good

Commentary

100. Pupils enjoy their lessons in physical education and they work hard to improve their skills. In Years 1 and 2, pupils understand the reasons why warming up is important and what happens to their bodies when they do. As they work on rolls, balances and on controlling their movement in gymnastics, they concentrate well and try hard, which is helping them make good progress. By the time they are in Years 5 and 6, pupils are able to suggest variations in ways to warm up, because they understand the purpose well. Pupils at this stage have good control over their movements and many show imagination as they work on balance and shape. Throughout the school, the majority of pupils achieve standards in gymnastics in line with those expected for their age. It was not possible to observe any lessons in other aspects of physical education.
101. The teaching of gymnastics is satisfactory, although in some lessons it is good. Throughout the school teachers plan carefully so that pupils experience an appropriate range of activities. In the good lessons seen, teachers set challenging tasks, provided good opportunities for pupils to practice and were good at supporting pupils as they worked. This contributed successfully to pupils making good progress. Where teaching was less effective, teachers were unable to help pupils evaluate their work and so improve the quality of their movement or balance. At times teachers provide too much direction or talk too much, which inhibits the opportunities pupils

have to explore their own ideas. In some lessons classroom assistants support pupils with special educational needs very effectively, enabling them to participate fully.

102. Most pupils' attitudes to physical education are at least good and sometimes very good. They are enthusiastic and work hard. They persevere well to refine and develop skills, working effectively individually or with others in pairs or small groups. In a lesson with Year 5 and 6, for example, pupils' attitudes were excellent as they worked with a real seriousness of purpose to improve and perfect their skill in mirroring their partners' movements. This enabled them to learn some quite complex combinations of movement and shape which they could then perform in an accomplished manner.
103. The subject is led and managed satisfactorily, although the permanent co-ordinator is currently on long-term absence from school. Plans for the development of the subject are in place. There has already been a major review of provision for physical education indoors, which has brought major improvements in the organisation of teaching and learning and a similar review of outdoor provision is planned. The school has good facilities for teaching the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

104. Owing to inspection priorities, no overall judgements could be made in this curriculum area, but there is secure evidence to show that this aspect is now an established part of the curriculum. Observations of various activities across the school show that the school is successful in developing pupils' sense of responsibility to themselves and one another. The recently established school council initiates pupils into the democratic process and teaches them how they can contribute to their community. During regular planned circle times, pupils are encouraged to talk about and share their thoughts and feelings, and explore relationships. This makes a good contribution to the curriculum.
105. This aspect of the curriculum is developing well. A co-ordinator has recently been appointed and a planned programme of work introduced to support teaching and learning. PSHCE lessons are often linked to the assembly theme. However, the school has no overall curriculum plan to ensure balanced coverage of appropriate topics or progression through the school. During the inspection a Year 1 and 2 class were involved in discussing what they might do or say to resolve an argument. The teacher generated a very supportive atmosphere to enable all pupils to speak when it came to their turn. This lesson contributed well to the development of pupils' understanding of relationships.

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	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).